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JUNIOR ARTS AND ACTIVITIES



THE MAGAZINE
FOR THE
ELEMENTARY
TEACHER OF
TODAY
•
CREATIVE
ACTIVITY MATERIAL
AND IDEAS FOR
CLASSWORK

VOLUME 7 — NUMBER 2
MARCH 1940

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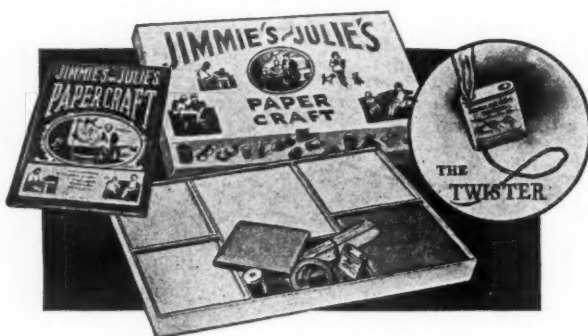
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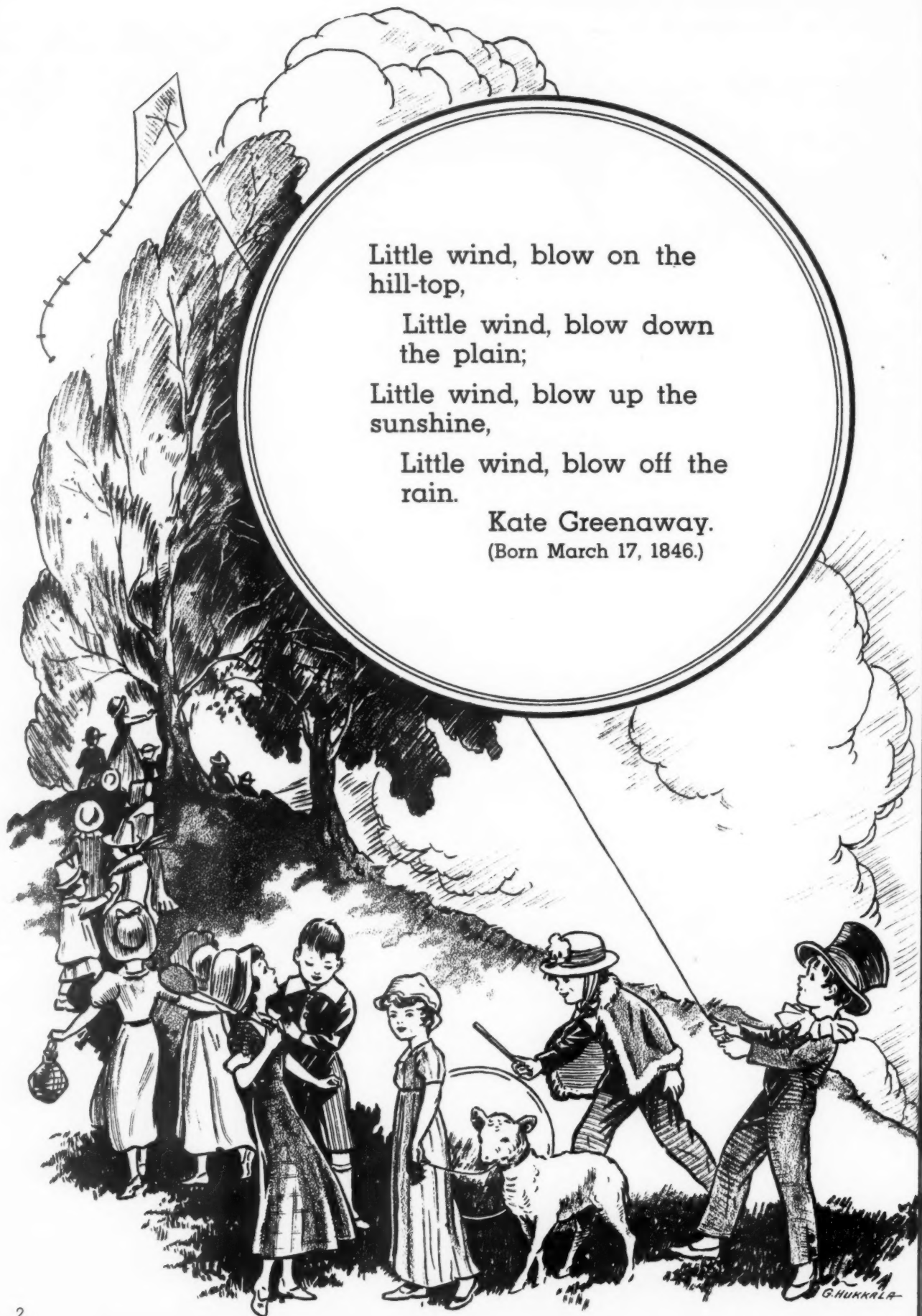
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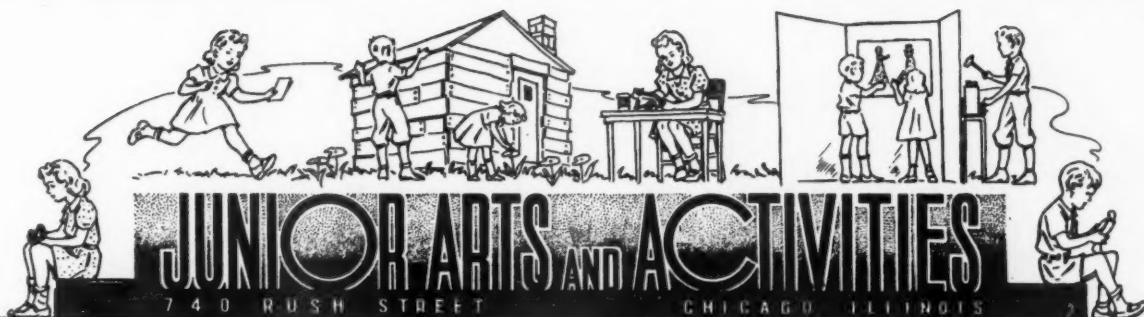
Little wind, blow on the
hill-top,

Little wind, blow down
the plain;

Little wind, blow up the
sunshine,

Little wind, blow off the
rain.

Kate Greenaway.
(Born March 17, 1846.)



THE MAGAZINE FOR THE ELEMENTARY TEACHER OF TODAY

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OF AMERICA

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Do your pupils know why Admiral Byrd cannot use flashlights at the South Pole? Do you know what new food products the present Byrd Expedition is testing in Antarctica? See page 31.

A DIPLOMA IN HIS HAND . .

Few people outside the profession realize exactly what school teaching includes today. We all know that nothing but the three "R's" were taught in the days of "the little red school house." We also know that our new educational system has added to the three "R's."

This educational system incorporates study, concentrated effort, and a deep understanding on the part of the teacher, that enables her to cultivate the love of learning, resulting in better careers and future citizens.

Every teacher realizes the grave responsibility of her work. She is constantly striving to find a more interesting way of presenting, to every boy and girl, the fundamental tools to fit them for a richer and fuller life when they go forth with diplomas in their hands.

Today's methods are designed to give children all the education they can absorb, to give it to them in such a way that they will retain what they are taught and at the same time enjoy it to the utmost.

Let's be sure that each and every child is given every opportunity to receive "full measure" during his school years. There can not be a lack of proper guidance during these school years—if there is, it may result in a misfit citizen.

We are most grateful for the opportunity of sharing some of the responsibility. If we were to bring to you, each month, only a few helpful suggestions that would inspire and help the children, it would be worth the effort.

The appreciation for the work we are doing is expressed in the many letters we receive from teachers. It has made us happy to have a part in their vitally important, yet inspiring work.

I would like to show you one or two of the letters I have received in the last few days.

Gentlemen:

I want to express my congratulations to you for the splendid progress made in your three years' service to teachers through the JUNIOR ARTS AND ACTIVITIES MAGAZINE. I was fortunate enough to be one of the first subscribers and to date have not missed a single issue. In making a comparison of the first issue and the latest Jan. and Feb. issues, I find the same good qualities in both. There is however an important improvement in the book. Its contents are worthwhile. The magazine is not "just another school magazine" but one with a definite purpose which is being used by teachers.

Teacher—West Virginia

Dear Sir:

I just want to say I think the magazine improves with each copy. The materials and ideas that I find so useful are not available in any other magazine that I have ever used.

Teacher—Missouri

Dear Sir:

At long last I've found the kind of magazine that we have needed and wanted for so long. I like JUNIOR ARTS AND ACTIVITIES and I like it because it is not filled up with a lot of material that is just pattern work. I think your creative project material and ideas for classroom activities are splendid.

Teacher—Idaho

We believe every reader has the same faith in JUNIOR ARTS AND ACTIVITIES, and we are resolved to make a greater effort to be worthy of this faith.

—Editor

William Penn

WILLIAM PENN
1644-1718

On March 4, 1681, a colony composed of broad-hatted Quakers was founded on territory owned by William Penn. A Frame of Government, one of the most liberal charters ever framed, was drawn up by Penn. He made religious liberty the corner stone of his civil structure and he holds a honored place in history as the founder of a great colony.



G. HUKKALA



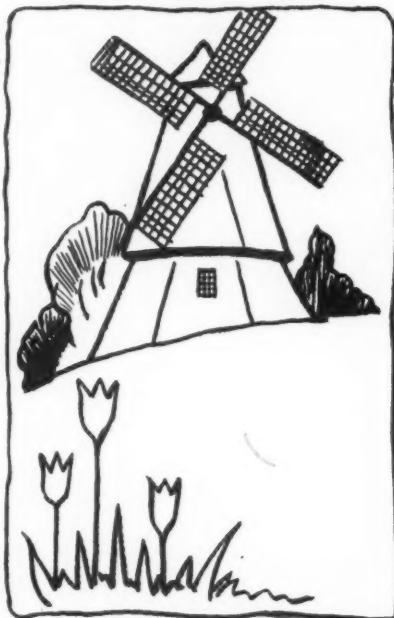
PHILADELPHIA .. *City of Brotherly Love* ..

THE NETHERLANDS AND NEW AMSTERDAM

• THE OLD AND THE NEW •

by

ANNA ROWLAND VON LINDEN



The visitor in the Netherlands, or Holland, is first impressed by the cleanliness of this small sea-girt country. Spotless white curtains are seen behind shining windows, wooden shoes scrubbed white are drying in front of a door whose sill is as clean as the shoes. Even the palings of the wooden fence in front are scrubbed by house wives, wearing caps and aprons white as snow and stiffly starched.

Also of interest are the flowers, great checkerboards of color in the spring, tulips, hyacinths, and other bulb flowers which scent the air from Leyden to Haarlem! They supply the flower markets of Europe and, in the fall, the dried bulbs are sent to many countries. Canals wash the edges of gardens and wind through city streets. There are almost a hundred canals and three hundred bridges in Amsterdam. Black and white cattle graze in rich green meadows and everywhere are wind-mills which drain the dairy-producing districts. From here come the cheeses for the famous cheese market of Alkmaar. There are still ancient villages where traditional customs are followed and quaint costumes worn. Here, things remain much the same as they were when a few unhappy people left England in the days of James I and the Separatists, to begin a new life in Holland, where they could worship God as they pleased.

The English people lived very happily in Holland for many years. Then, wishing to raise their children in the English tradition, they came to America, which belonged to England, and founded the Pilgrim Colony. The Pilgrims and Puritans came so they might attend the Church they liked best, but the settlers in New York and Virginia came to make a better living. In order to understand the ways of the Dutch in the New World, life in the Netherlands should be studied first. Read Chapter II in the story, *Hans Brinker*, by Mary Mapes Dodge. Then read about Peter Stuyvesant and the stories of Rip Van Winkle and Ichabod Crane, also Irving's *Knickerbocker's History of New York*.

Holland is a country that is never very hot, nor very cold; the summer is warm with heavy rains, and the canals are frozen over for several months during the winter. It is a very small country and much of the land is below sea level. Great dikes have been built to keep the sea out, and on the

tops of the largest ones are roads, buildings, and trees whose roots help to make the dikes stronger. Dike men live nearby to watch that no hole appears in them, through which the water might seep. The homes in which they live are made of brick, with roofs of red tile. They stand in long rows, ten houses, built wall to wall along the street. They have brightly painted shutters and window boxes, filled with flowers, growing beneath the many paned windows. The fireplace is the center of the home life, and the doors shutting out the outside world are large and heavy.

Farm houses stand in the middle of a vegetable garden, surrounded by fruit trees and all enclosed by a close-trimmed hawthorn hedge. Canals stretch from field to barn on the polders, or farms, which have been made from lakes, pumped dry. Many people live and travel on canal boats. The vessels are hitched to fence posts, like horses. In the cities, gaily painted vessels receive their freight from the upper windows of homes, built on the water roads.

In the large cities people live and dress much as we do in this country, but in some of the small fishing towns and villages of the low farm lands, ways of living are very different. Wooden shoes are worn because the soil is always damp and therefore, hard on leather shoes. Shoes are not worn in the house, so heavy woolen stockings are knit at home, to protect the

feet from cold floors. Leather shoes are worn on Sundays. When the girls dress in their best, several starched petticoats hold out the wide spreading skirt of red, blue, or green. An embroidered bodice is worn over a white lawn waist, and seldom does a girl appear without her white lace cap. The boys wear black caps, loose baggy trousers, and short jackets with brass buttons. Church going, the Festival of St. Nicholas on December sixth, Christmas Day, and Easter are all occasions when holiday attire is worn.

Having such rich soil on their farm, the people have food of fine quality, vegetables of all kinds, fruits, meats, fish from the sea, and butter and cheese from the milk of their cleanly scrubbed cows. While dairying, farming, and fishing are the rural industries, there are some large factories which manufacture textiles, pottery, cocoa, chocolate, and sugar. Holland leads the world in diamond cutting. The city of Delft was famous in olden days for its pottery, and delftware is still manufactured there.

By law, all children between the ages of seven and thirteen must go to school in the Netherlands. There is little illiteracy and much culture. The Hollanders are for the most part, a people of rare character; some of their finest traits are courage, patience, persistence, cleanliness, and thrift. No finer portrait of a country has been painted than that pictured in the paintings of Holland's great artists. An idea of the interior of a Dutch home may be gained from the pictures painted by Rubens, Rembrandt, Van Dyck, Pieter de Hooch, Hobbema, Ruysdael, Frans Hals, and Vermeer.

Tiles are universal in the Netherlands because they resist dampness better than wood; wood is not plentiful there, for salt left in the soil when the ground was redeemed, has made it difficult to grow trees. Floors are made of tiles with narrow tile baseboards around the rooms, and the tall narrow houses have hoodlike red tiled roofs. One explanation for the necessity of keeping things scrubbed and polished is that otherwise, mold would form on the walls and furniture, and pots and pans would rust. Most of the cooking utensils are made of copper. Beds are shelves built into the wall of the room, each having two doors that open like those of a cupboard. Heavy curtains are pulled across the open-

ing at night. There is little coal, so peat formed in the deep ground is burned for fuel in fireplaces.

For five or six centuries the Dutch engineers have kept the waters of the Zuider Zee within bounds. They have also improved the windmills which have turned the sandy wastes into polders where man can earn a living. Then, in 1920, a reclamation feat was planned whereby North Holland might be connected with Friesland by a dam which would separate the waters of the North Sea and the Zuider Zee. Four of the most fertile parts of the basin thus formed, to be enclosed with smaller dams, will be reclaimed by pumping stations. A fresh water lake was allowed to remain for drinking water is scarce there. Bottled water is used in many places and fresh water for the cattle must be supplied. Inland districts will be connected with the sea harbors through small trading crafts when the project is finally completed. The Northwest Polder was finished by 1932. On the land redeemed from the river bottom which was embanked and drained, two new villages were built.

NEW AMSTERDAM

The American republic was forged from men and women coming from other countries and being fused into a new force. Our nation is what it is because it embraces all human experiences which had been met in various other nations. The Dutch were a part of the stream of immigration from Europe—the Germans and Moravians, the Huguenots or Protestants, the Welsh, and the Scotch-Irish, and English, all meeting and mingling. New Amsterdam was settled, because in Queen Elizabeth's time both the Dutch and the Portuguese resented England's trade carried on through the East India Company.

All of Europe wanted tea, pepper, spice, gems and brocades brought from the East. In the service of the London company, Henry Hudson had tried to find a new route to China by way of the North Pole. But, his small boat became coated with ice; whales swam all about it; and before long, a solid sea of ice threatened to crush the boat, so he was forced to turn back. Another unsuccessful attempt discouraged the English company. The Dutch East India Company, however, fitted out a vessel, the Half Moon, and sent Hudson once more to seek the Northwest Passage.

After another storm tossed journey, Hudson sailed into a broad body of water which he deemed too narrow to be the passage sought. This country Hudson claimed for the Dutch. Reports of the rich soil and the furred animals along the banks of the river, discovered by Hudson, and given his name, led to the forming of a Dutch West Indian Trading Company. New Amsterdam was established at the mouth of the river and a trading post was built where Albany now stands. It was difficult to get permanent settlers for this new colony for the people in Holland were happy and contented and did not

wish to seek new lands. To attract settlers, rich farmlands were promised to any man who would come bringing fifty settlers with him. This "patroon" became both magistrate and executive officer when he arrived with his settlers and this arrangement was called the patroon system.

The island of Manhattan had been purchased for a few beads, pieces of colored cloth and ribbons, and the river stretched into other Indian hunting grounds rich in furs. Thus wealth soon came to the settlers. Unlike England, Holland allowed her colonies to trade wherever they wished. The harbor at the mouth of the Hudson River offered a safe landing for vessels from all over the world. England was at war with the Netherlands, and attracted by the prosperity of the Dutch Colony in the New World, attacked it. Busy with their trading, the settlers were taken unawares and the Dutch flag was soon replaced by the British flag. New Netherlands became New York, named for the Duke of York, who brought about the Dutch surrender. The governor of the colony, Peter Stuyvesant, retired in rage to his farm, the Bouwerie, and the new English governor granted the colony a measure of local self-government. When the Duke of York became King James II of England, the rapidly growing settlement became a royal colony.

New Amsterdam was as much like a city in Holland as the settlers could make it. The houses were of brick with gay tiles. In the back was a garden of vegetables and flowers with its arbor like the summer-houses in Holland. There were white-sailed windmills and great gardens of tulips and lilies. Around the huge fireplace with its polished steel fire-dogs were pictured tiles and some tiles bearing a motto. In the arbor and in the church, a foot-stove furnished heat on cold days.

Over the fireplace was a narrow shelf which held brass candlesticks, pipes, pipe lighters, and tinder-boxes. A chest of drawers, set on casters, held dishes, silver, tankards and glass bottles. At one side of it was a brasshooped keg on legs. There were other chests for linen and clothing,

and a small one of fine wood for trinkets or small tableware. The floors were bare, either scrubbed to a snowy whiteness or covered with sand, swept into fancy swirls with a broom.

The Dutch women spent much time with their cooking. Their tables were covered with gingerbread, crullers, tarts and cookies. There were jellies, jams, pickles, sausages, rye bread sprinkled with anise seeds, creamed dishes, and many other rich foods. Good food, fine clothing, and merry sports made old New York a pleasant place in which to live. There was much merry-making, spinning bees, corn-huskings, dances, and picnics. Here, was started the custom of making calls on New Year's Day, and of coloring eggs for Easter. But, church going was never neglected; the finest building in the colony was the stone church in New Amsterdam. Every manor along the Hudson had its church and dominie; the dominie not only served as preacher, but taught the children of the manor, the schoolroom being attached to the church and the teaching being paid for by public money.

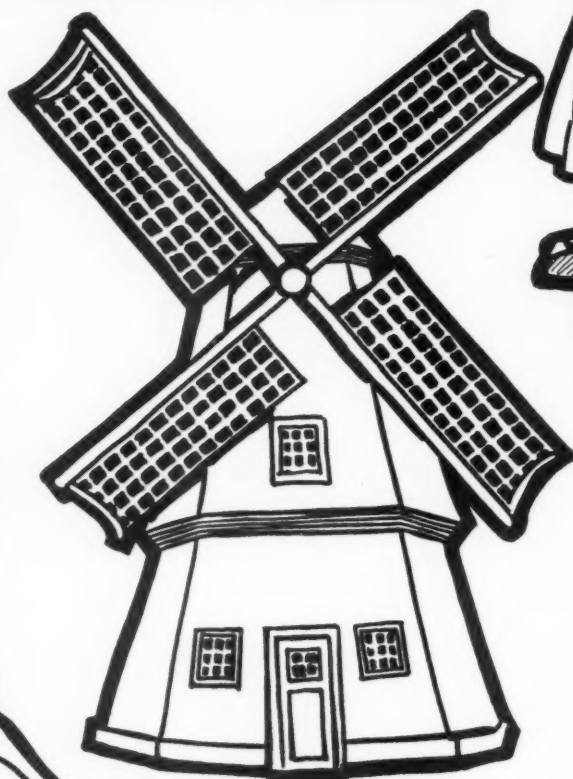
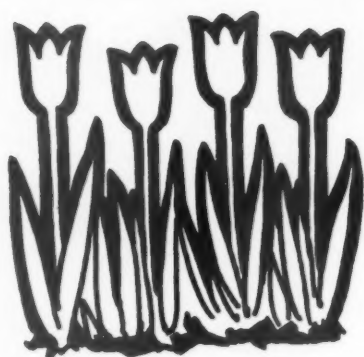
Activities

Primary—Gather pictures, stories, and poems for booklet or folder. Make a Dutch farm on the sand table showing canals, green meadows with cows, windmills, a vegetable garden and house. Start a class dictionary of new words. Plant a bulb and watch it grow. Cut out paper tulips for a row applied to the window or to fill a window box. Model a stork of clay, and a dog drawing a milk cart. Try to create a poem about Holland. Study "A Dutch Lullaby" by Eugene Field and "The Leak in the Dike" by Cary. Read "The Dutch Twins" by Perkins. Make milk carts from cardboard and put gilt paper around the cans to make them look like copper cans. Fashion a barge filled with round Edam cheeses made of clay and painted red. Learn a Dutch dance with its clatter of wooden shoes and imitate the whirling arms of the windmills in rhythms. Dip unglazed pie plates in bluing; either paste on blue cut-outs in imitation of the delft plates, or paint the design with prussian blue water color.

Intermediate Grades:

Make a frieze showing the life in Holland. (See page 8). Draw a product map of one of the principal islands of the Dutch East Indies; compare their area and population with that of the United States and the Netherlands. Make a modern frieze of New York City and one of New Amsterdam. (See The Golden Book of the Dutch Navigators, by Van Loon for old prints of New Netherland. For old maps see McKinley's Illustrated Topics for American History, No. 58). Study the government of the Netherlands and the control of Dutch influence in America. For example the settlement in Holland, Michigan, and the names of prominent men in our history, such as Roosevelt, Vanderbilt and Edward Bok.



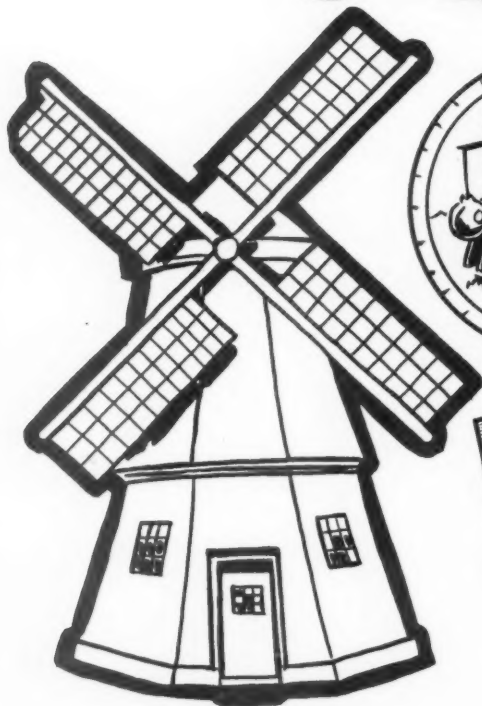


Here are designs for delft blue plates. Windmills and boats are easily made. Any of the figures used in the illustrations can be used on the plates as well as in frieze, table decoration, or for window transparencies. Wire dolls may be made from a roll of copper aerial wire (No. 12 gauge, solid), cotton for padding, yarn for the hair, and bits of cloth for faces and costumes. Whittle shoes from wood. A wall hanging can be made of cloth with wax crayon showing a Dutch farm scene with ducks, tulips, windmill, cows, and milkmaid; a milk delivery scene with dog cart and the men carrying cheeses; or a canal scene with rows of houses and boats.



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Cover table with green paper to represent the countryside. Mark the canals, dikes, and windmills. Construct a boat for one of the canals and have it pulled by figures cut from paper and colored. Include cargo for the boat. Cut out and color black and white cows and a milk maid with her pails on a yoke. Have a road on one of the dikes with a milk cart drawn by a dog and other figures walking on it. Show a farmhouse with its garden. Have a row of houses by the dike.



THE CHEESE WE EAT

In ancient days much of the milk used was made into cheese. In this form it could be carried by herdsmen, travelers, soldiers, and sailors. The story is told that cheese was first discovered by an Arabian traveler who found a white curd had formed on the milk in his leather bag which had been shaken about as he traversed the hot desert sands. Cheese soon became the standard for measuring wealth in Asia, Ancient Greece, and Rome. For centuries it has been one of the leading industries in Holland, Germany, France, and Switzerland.

Today, there are more than twenty-five million milk cows in the United States and Canada. The Holstein is a great milk producer while the Guernseys and Jerseys are famous for the thick yellow cream which can be skimmed from their milk.

The Jerseys and the Guernseys came from islands near the coast of England, islands from which they took their names. (See June issue, 1939). Admiral Byrd chose four Guernseys to take with him on his first expedition to the South Pole. So rich is the milk of the Guernsey and produces its own weight in butter and cheese in a year.

Various other animals furnish milk which is used for food. In Switzerland, goat's milk is preferred to make the rich brown cheese. The llama of South America, the yak on the plateaus of Tibet, the water buffalo of India, the camel, and the reindeer, all furnish milk which is made into cheese. The milk of the camel and reindeer is so thick and cheesy it must be watered for drinking.

There are three thousand cheese factories in the United States alone, and four hundred varieties of cheese are manufactured. Nearly forty per cent of the milk of the United States goes into butter and cheese, Wisconsin producing three-quarters of all made in this country. Although our country is a great dairy country, we import certain kinds of cheese from Europe.

Five thousand pounds of milk will make between four and five hundred pounds of cheese. In our country a mild flavored cheese is preferred to that having a strong flavor. Cottage cheese is made from skimmed milk, one pound of cheese from one gallon of milk. Some factories add cream which gives the cottage cheese a better flavor. Philadelphia cream cheese is a soft cheese made from cream. Limburger with its strong flavor and large holes, is made of milk from which the cream has not been skimmed. Its name comes from the province of Limburg, in Belgium, where it was first known. The French Camembert on which grows a bluish mold is compared with Limburger and both kinds are now manufactured in America and Belgium.

Hard cheese, such as Swiss, Cheddar and brick, forms a large part of commerce in cheese. Cheddar, named for a village in England, is called Wisconsin or New York cheese when made in America, for more is now made in this country than in England. It is also manufactured in Canada, Australia, and New Zealand. Many countries have a distinctive cheese. There is the Parmesan cheese, used in grating, which comes from Italy and the Edam cheeses looking like large red cannon balls made in Holland.

Alkmaar, the center of the cheese industry in the Netherlands, has a market every Friday morning. The round red, or orange, cheeses after being tested and weighed, are carried on a cheese bier to be packed on barges and distributed the world over. The cheese carriers belong to a guild; each carrier wears the color of his group—a hat painted blue, yellow, green or red. The men in their white suits and painted straw hats have a curious shambling walk which keeps the cheeses from rolling off the biers, each bier painted, as are the scales, in the same color as the bearer's hat. The slightest jar, and the round balls would roll off, so the men are skilled workmen.

In every mountain valley in Switzerland cheese is made to be shipped abroad. (See page 24, November, 1939). In America, cheese is made in a factory. The milk is first weighed and tested for fats and then run into great zinc-lined vats. As it must be curdled before cheese can be made, it is curdled artificially and quickly by the use of rennet, an extract from the stomachs of calves. Three ounces of rennet is put in one hundred gallons of milk and the curds form in twenty minutes. The milk is kept warm, about ninety degrees, to help it curdle quickly.

The milk in the vats is stirred constantly with a long wooden rake. As the heated curds are stirred they are separated by knives until the curd "strings" showing it is the right consistency for cheese. This is called the "acid test" determined by heating a small iron rod which touches the curd. If tiny threads are drawn out like hairs, the curd is ready to be cut into oblong cakes, the whey is drawn off into tanks to be given to men for their hogs.

The oblong blocks in the vats are lifted and turned over for about twenty minutes with a three pronged wooden fork. Placed on a board over the vat, the blocks are chopped into six inch strips and well salted, about three pounds of salt being used for a thousand pounds of milk. The cakes are then pressed in molds to make it quite dry. Each frame of curds is squeezed by means of a screw until every particle of the whey is pressed out, the curd being left in the press for a day. The cheeses are

then covered with a thin coat of paraffin, some cheeses weighing but three pounds, while others weigh fifty pounds.

They are taken to a large room with racks reaching to the ceiling where they are left in double rows to "ripen." This ripening is the action of healthful bacteria in the cheese which gives it the flavor, mild or strong. It may take but a few days or several months to ripen cheese.

Activities:

Make cottage cheese.

Dramatize:

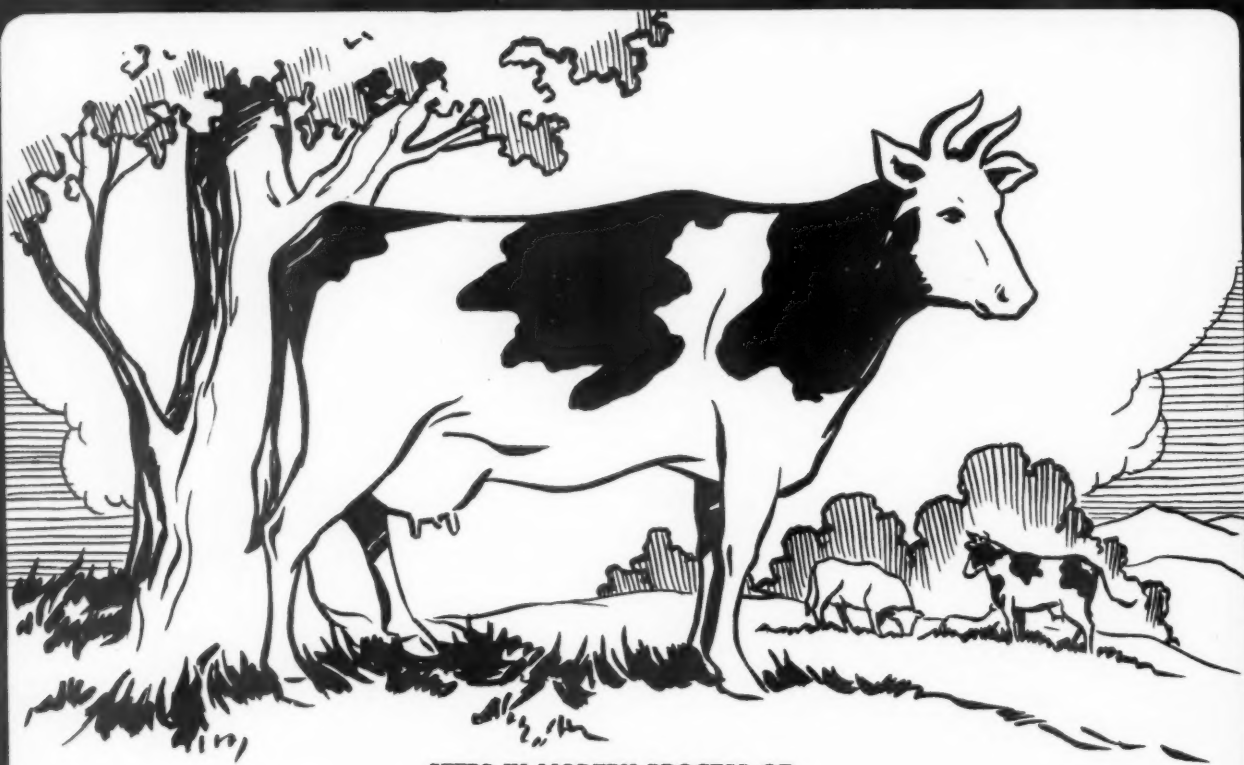
"I made a bow to our old cow
And said, 'Good morning, Red,
I'd like some cheese and, if you please,
Some butter for my bread."

Patch.

Assemble a booklet including pictures of the animals who furnish milk for cheese. Design a cook book with original cover and small illustrations for recipes of dishes made from cheese. Make models in clay of a $\frac{1}{8}$ " cube of American cheese and 5 and $\frac{1}{2}$ tablespoons of cottage cheese. Paint them their natural color and stretch ribbons from them to other clay models of food equal in calorie content. Some of these other food models may be two slices of bread—one cup of oatmeal—one large orange—one apple—three peaches—two pears—one banana—four slices of bacon—one lamb or pork chop—twenty stalks of asparagus—four beets—two large heads of lettuce—one small cauliflower—one baked potatoe and one onion. (See *Feeding the Family*, by Mary Swartz Rose.)

Design a health poster for emphasizing the value of cheese as a food. A movie will show the process of making cheese. (See page 12.) Use wrapping paper for the film. Draw the pictures on the paper or make small reproductions and paste in correct order to fit the opening of the box theatre. Print explanatory copy boldly beneath the pictures, or a talk may be given during the showing of the pictures. Cut two holes in the top of a box and insert two rods; cut-off broomsticks will serve. Paste the ends of the film to these and wind from one stick to the other in presenting the movie. An arch cut out of heavy cardboard and nailed in front on the box will give it the appearance of a toy theatre, but leave enough space to show the pictures to advantage.

Plays, posters, booklets and exhibits may be obtained from Dairymen's League Co-operative Association, Inc., 11 W. 42nd St., New York City; from National Dairy Council, 111 North Canal St., Chicago, Illinois.



STEPS IN MODERN PROCESS OF
MAKING CHEESES

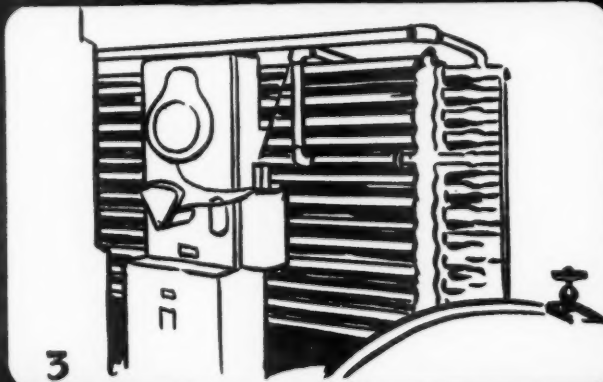
1

1. The cow in the pasture.



2

2. Milk ready for the Dairy.



3

3. Killing the germs.



4

4. Ready to be heated and drained.

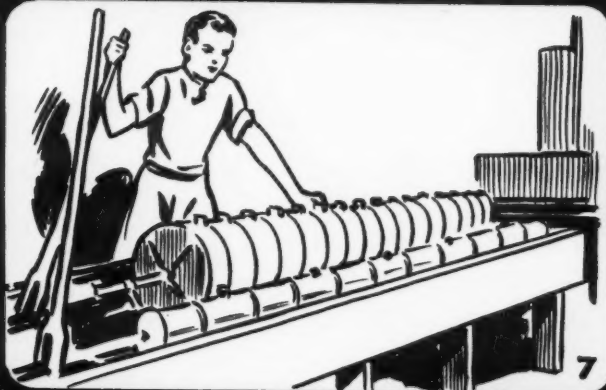


5

5. The curd is sliced.



6. Milled and stirred with rake.



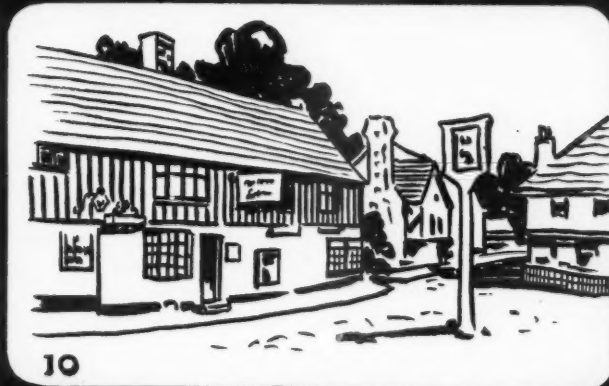
7. Pressed in molds.



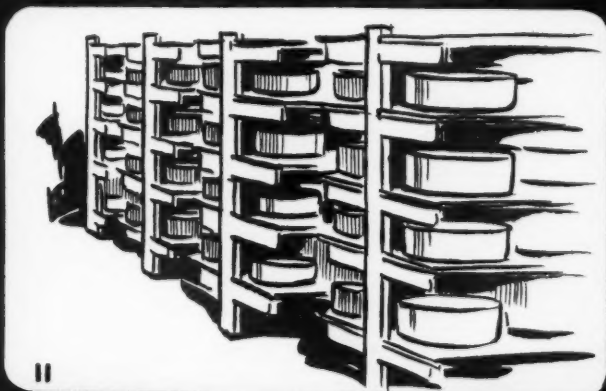
8. Cheese in Holland.



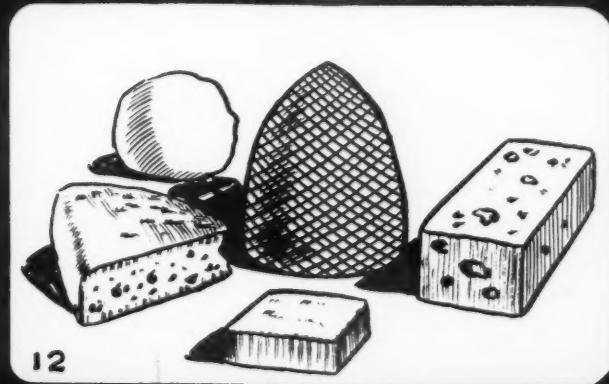
9. Making cheese in Switzerland.



10. Where Cheddar cheese was invented in Somersetshire, England.



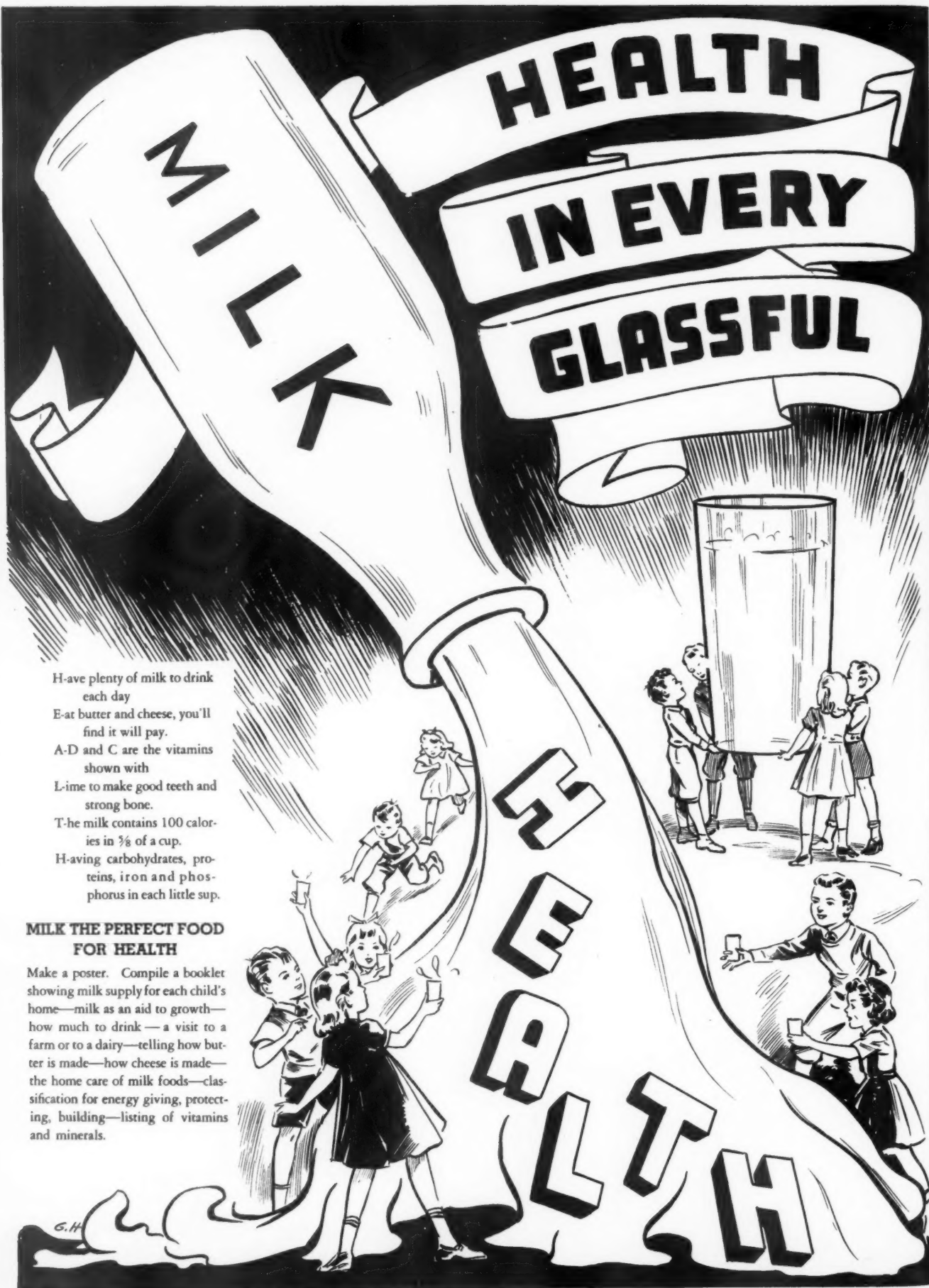
11. Curing in the racks.



12. The finished product.



13



H-ave plenty of milk to drink
each day
E-at butter and cheese, you'll
find it will pay.
A-D and C are the vitamins
shown with
L-ime to make good teeth and
strong bone.
T-he milk contains 100 calor-
ies in $\frac{3}{8}$ of a cup.
H-aving carbohydrates, pro-
teins, iron and phos-
phorus in each little sup.

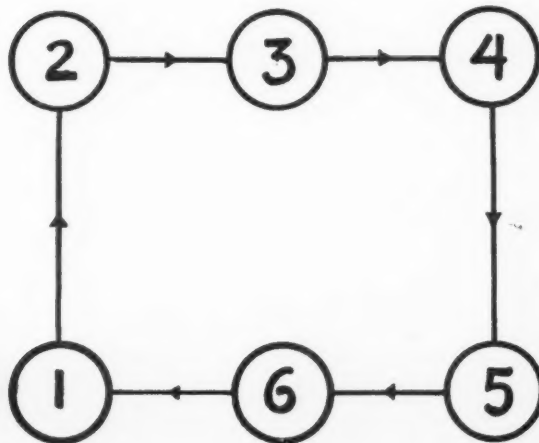
MILK THE PERFECT FOOD FOR HEALTH

Make a poster. Compile a booklet showing milk supply for each child's home—milk as an aid to growth—how much to drink—a visit to a farm or to a dairy—telling how butter is made—how cheese is made—the home care of milk foods—classification for energy giving, protecting, building—listing of vitamins and minerals.



AN EASTER GAME

Make egg-shaped bean bags of felt or canvas decorated with crayons. On the floor, mark off a large oblong with chalk. Draw, paint, and cut out six large rabbits from heavy paper and place on oblong as indicated. Stand at No. 1 and throw the bag at No. 2. The object of the game is to get back to No. 1 after passing all goals, in the fewest throws possible. If the bag does not hit the rabbit, it lies where it falls until the player's next turn. For this reason it is necessary for each pupil to have a bag. If one player's bag hits that of another, the opponent's bag is sent back to the nearest goal. If marked off on the playground, the circles should be about fifteen feet apart. Use small stones to hold the rabbits in place.





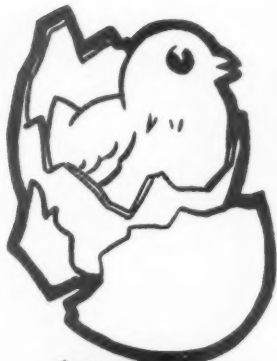
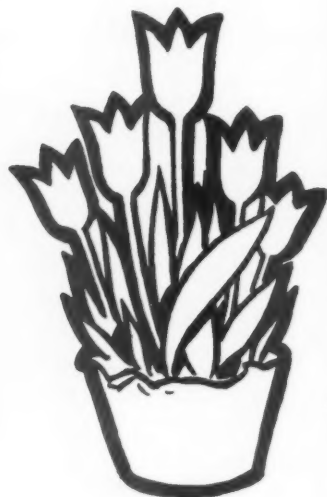
EASTER PARTY FAVORS

By
ELSE E. VOGT

Many fascinating effects can be achieved when crepe paper is pasted onto a white bond paper which creates a substantial background for designs. Using little wooden spoons or tongue depressors as a base, favor costs for a party can be minimized. HOW TO DO IT:

Fasten a piece of bond paper to a board with thumbtacks. Evenly and quickly, apply a good grade of white library paste over the entire surface so no paste pockets or ridges are in evidence. DO NOT USE LIQUID PASTE OR MUCILAGE. Without stretching, place the crepe paper quickly upon the wet paste and rub the entire surface quickly with a clean rag. Work WITH the grain of the paper. Rubbing AGAINST the grain stretches the paper out of proportion. Weight between clean sheets until dry.

Now, cut out the motifs. Teachers may do the foundation pasting for the younger children, allowing them to do the tracing, cutting and assembling. Interesting place cards may be worked out, the names to be written on the spoon handles or along the tongue depressor slat under the design. Easter baskets may be made by using brown crepe paper for the foundation. Cut eggs from many colors and paste in the basket.



HATS AND SHOES

IN THE EASTER PARADE

by

NELLIE F. McELROY

"And you shall have a little hat,
With such a long white feather,
A pair of gloves, and sandal shoes,
The softest kind of leather."

Shoes and hats of today borrow their style from the fashions of yesterday. The Children's Museum of Boston recently exhibited these articles of wearing apparel with this characterization: "What they wear on their heads and feet." It was noted at the time, that many present-day styles must have been adapted from these hats and shoes of old times and far places.

In India, the rank or profession of the wearer of the turban is indicated by the color, size, and folds of his or her head covering. It was first worn to protect the head from the heat of the sun's rays. In tropical countries plaited leaves were used for this purpose, and in the northlands, fur caps, or hoods, kept out the cold. Perhaps, the shaped hat came from the metal helmet, or the leather cap, devised to shield the head from injury. This also introduced the coif worn by the ladies. Until the beginning of the Middle Ages soft caps formed the usual headwear of Europe; then with pride in their cathedrals, both men and women wore high pointed hats patterned after the upward pointing spires of the churches. Their shoes, also, had points and the bottoms of their tunics were slashed.

Originating for utility, hats soon became articles of ornamentation. They also became a mark of a person's political and religious beliefs. The Puritan wore a hat with a steeple crown; the Cavalier hat had a low crown decorated with a feather, while the Quakers chose broad brims and low crowns. The art of making felt hats was introduced from the East, about 1510. Wool was used first, then with the commerce in beaver furs from the New World, beaver hats became the fashion. In north-eastern China, white horsehair hats with high crowns and stiff brims were worn, similar to the top hat. When beaver fur became scarce, cheaper furs were substituted. The top hat now worn for formal occasions was introduced in Italy in the eighteenth century.

Wheat straw, to be plaited into a hat was first grown in Italy in Leghorn. Leghorn straw hats are still worn. The first Panama straw hats were imported three hundred years ago. The area in which the straw is grown is small and great care is taken in weaving the hats in one piece, making them expensive.

Hats have assumed odd shapes. Some hats have a certain symbolism, as the mortar board of the scholar. The American Derby hat is called a Bowler in England after the man who originated it. A fez

was worn in Turkey until an edict, in 1925, called for its being discarded. The cowboy's sombrero is planned for service, to protect the wearer from sun and rain.

The hats worn by women have changed their fashions more rapidly. The silk calash of pioneer days opened in accordion pleated fashion which reminds one of the covered wagons. Silk-covered wooden hoops were held in place by ribbons attached to the brim, and ruffles shaded the face and swept the neck. The leghorn bonnet of 1840 with its bow tied under the chin soon gave place to the "pan-cake" hats of the Civil War period. Women's hats are always a large item in springtime trade due to the change of styles. Sales in one year alone, here in America, reached almost one hundred million dollars.

As with hats, so with shoes. They were first worn to protect the feet while traveling and fighting. Strips of skins were bound about the feet to cover the sole only, then a sort of leather bag was fastened around the ankle. The sandal was probably evolved from braided grass fastened to the foot with leather thongs. Sandals of woven papyrus were worn by the Egyptians and are still seen in Eastern countries. The Romans added a metal plate to the sandal to protect the sole. Clogs, of a later date, had metal or wooden soles. All wooden shoes are worn in Holland and France where they are called sabots. The Indian made moccasins, and the Eskimo his boots, from hides of animals.

During the Middle Ages, boots had wide flaps well above the knee, the leather being ornamented with embroidery. Points on the shoes kept getting longer until the length signified the man's rank, some being tied up at the knee, so great was their length. Then boots came to reach well to the hips, with very high heels. During Queen Elizabeth's reign, toes were wide, the shoes being known as "duck-bill shoes." In Ireland, brogues, many sizes too large, were stuffed with hay or moss to give an appearance of greater size.

Fashions have changed rapidly through the ages in the matter of ornamentation. Embroidery, buckles, rosettes, gems, buttons and laces have come, gone, and returned. There have been high heels and low, and no heels at all. But for centuries the method of shoe making has changed very little. Even today, with all the modern machinery, many shoes are made by hand. Not until 1845 was the lapstone and hammer replaced by the roller machine which pounds and toughens the leather; and Howe's sewing machine invented a year later, was adapted to the sewing of the leather.

The first shoemaker in America came over on the second voyage of the Mayflower. He advertised "divers hydes, both fore sole and upp leathers." Soon there were many traveling shoemakers in the colonies going from farm to farm, shaping and sewing the hides into shoes for the family. The town of Lynn, Massachusetts, then a primitive settlement, was soon to become the center of the shoe trade. Today this state leads in the manufacture of shoes. Older methods fastened the soles and uppers together with nails, or wooden pegs, but now they are stitched together.

Activities:

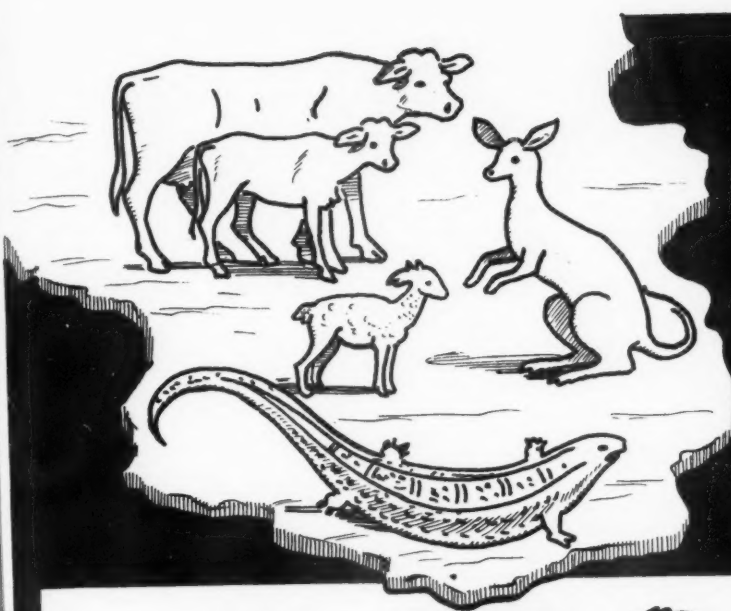
Have the children bring an old shoe to class and take it apart to learn the following: The *Sole* is the bottom of the shoe; there is an insole, and a shank, of steel or flexible leather, which fits under the arch of the foot. The *Upper*, the part above the sole and heel, consists of the *vamp*, the part in front; the *quarter*, part back of the vamp; the *quarter lining*; and the *counter*, stiffened material at the heel to keep the back of the shoe in shape. *Toe boxing*, stiffening to preserve the shape of the toe. The *heel*, differs in shape and height in various types of shoes and is measured by eighths of an inch; there are flat, military, Cuban and French heels. List the leather used in making the modern shoe—calfskin, kid or goat leather, kangaroo, and reptile skin. The age and condition of the animal, the climate in which it is raised, and what it ate, are all factors that determine the quality of the leather. Each hide is divided into four distinct grades of leather. The hair side of the leather is the most durable but the underside may be marked to resemble the topgrain so detection is difficult. The leather is bark or vegetable tanned, a process which leaves the pores unclogged and provides ventilation. Assemble this information in booklet form and make drawings of hats and shoes, listing them by countries and periods of time.

For an Easter assembly program have the children make models of some of the more distinctive hats; hold a Fashion Show playing the music used during the period of time in which they were worn. The following recordings might be used. Egyptian Ballet (Luigini) Victor, 357945; Greece, Hymn to Apollo, 20896; China, Native Songs, 25380; India, Song of India, 4303; Middle Ages, Bridge of Avignon, 22178; Holland, The Hungry Windmill, 20213; Italy, The Carnival, 25454; Ireland, 21616; Indian, Shuffling Feet, 22174; Mexico, 1195; Cowboy, Home on the Range, 24271; Pioneers, Oh! Susanna, 1827; Poke Bonnet, When You and I Were Young Maggie, 1173; Civil War, Patriotic Medley, 22013.



HATS THROUGH THE AGES

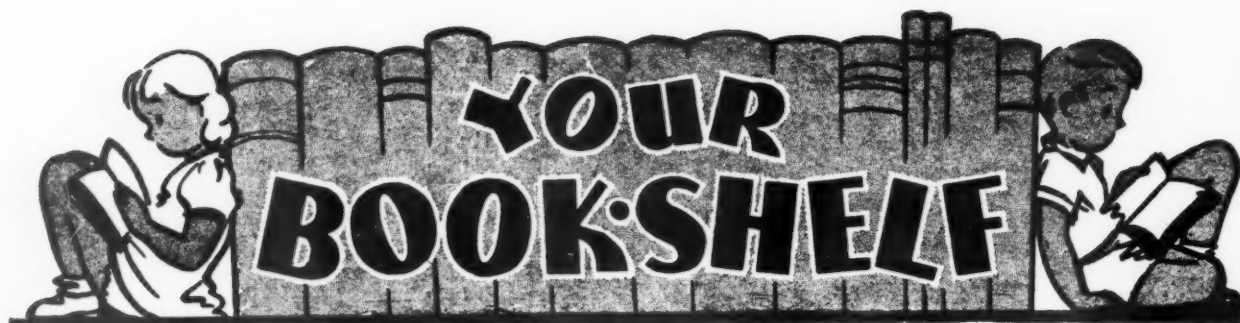
1. Egypt
2. Roman slave cap worn after freedom was attained. Pattern for the French Liberty Cap.
- 3, 4. Middle Ages
5. Cavalier
6. Chinese
7. Time of Henry the Eighth
8. Time of Marie Antoinette
9. Puritan cap
10. Civil War Era
11. Pioneer bonnet
12. Coonskin cap.



SHOWING EVOLUTION OF SHOE AND BOOT

- A—Anglo Saxon
- B and K—Roman
- C, D, E, H, M, Q,—Medieval
- F and J—Clogs to sabots
- I, O, P—16th century
- G, R, and S—17th century
- L—Indian moccasin
- N—Chinese
- T, U, V—Oregon, cowboy, and woodsman's boot
- W—Hip boot
- X—Oxford shoe





YOUR BOOKSHELF

"Every educator of value comes at last to the one fundamental axiom, 'Don't open doors for the children. Give them keys.' . . . There are no better keys than the right sort of books if they are owned by the children, not merely consulted in libraries or read in classes."

—Dorothy Canfield.

Sound guidance in books to be read by children is given in *What Shall the Children Read?* by Laura E. Richards. Her advice is inspiring because she loves both books and children. With an imaginary boy and girl she traces the development of a child's reading interests from Mother Goose and the fairy tales to the Bible, Pilgrim's Progress, and Shakespeare. Poetry is not neglected nor what she calls the "enchanting family of Mr. Milne." She not only lists titles, but gives advice as to the best time to introduce such authors as Cooper and Dickens, a knowledge of whose works she feels is essential.

(D. Appleton-Century Company, New York. 61 pp. illustrated—\$1.00)

The Amish school came to public notice when the Amish unsuccessfully opposed sending their children to a new consolidated school. A movement has been started to preserve one of the "little red school houses" of Eastern Pennsylvania as a State shrine. Very timely is the charming and unique story of *Little Amish Schoolhouse* by Ella Maie Seyfert who was educated and taught in these same Lancaster County, Pennsylvania, schools. She was also associated with those she calls the Plain People, in Ontario, Canada. She came, thus, to be in sympathy with their desire to keep their children in the religious faith of their forefathers and to follow the quaint customs of those forbears who left Europe in Colonial times.

The story is about the Wenger family. Dressed just as his father dressed and just as his great-great-grandfather had dressed when he came to America from Switzerland in Colonial days, David, and his sister Martha, have many exciting things happen in the telling of their story. Their small world was made up of going to church, to weddings, to farm sales, and berrying. Christmas was celebrated in true Amish fashion. The mingling of Dutch and English in the regional dialect, and the descriptions of such delicacies as shoofly pies, schnitz and knepp, seven sours

and seven sweets, all calling for "three helps" make the book a delight.

(Thomas Y. Crowell Company, New York. 136 pp. illustrated—\$2.00)

Another book about the children who attend a little red schoolhouse is *Henner's Lydia*, written and illustrated by Marguerite De Angeli. Her descriptions of dress, country and the market are interesting as well as educational. The story begins and ends with a hooked rug Lydia has made to sell to buy a present for her mother. This is brought in because all Amish Women make patchwork quilts or hooked mats.

(Doubleday, Doran & Company, Inc., New York. Unpag. \$2.00)

For the little child getting acquainted with the animals who provide milk, other than the cow, *Red Tassels For Huki*, by Anna Andrews Barris, presents the story of a llama in gay picture book form. Iris Beatty Johnson whose work is familiar to readers of the Junior Red Cross News, has made the appealing pictures. The story tells of a young llama of Peru, Huki, who had made up his mind never to grow up. He has had his ears pierced but is not sheared like his mother who looks very queer without her silky wool, for he must have his wool for a pad and be trained to be a pack animal. Huki wants adventure and fun and so the little white llama runs away. He gets into very serious trouble, indeed, but it all comes right in the end, with red tassels tied in his pierced ears and shining bells and bright wool flowers hung about his neck. He is really proud to lead the pack train with the load upon his back.

(Albert Whitman & Company, Chicago, Illinois. 63 pp. \$1.50)

A little book which meets a need in every home and school is a fine collection of poems, the old mingling with the new. *Modern Verse* (Revised) by Anita P. Forbes and Albert S. Smith is more than a necessary anthology. In it one may explore poetry for oneself, or the teacher can help the children in her class discover and discuss some of the special qualities of poetry. There is even a section telling how the poet achieves some of his effects. There is an index of authors and of titles and an index of first lines. "An Old Woman of the Roads" in this collection, by Padraic Colum, could well be chosen in

connection with the March units in this issue. "The Fiddler of Dooney" by Yeats, will go well for St. Patrick's Day. Not that the poems are for young children, but often such poems when listened to, are steps to poetry appreciation and music giving pleasure. They will not need to be discarded as the child's taste grows in understanding. Biographical notes are included.

(Henry Holt and Company, Inc., New York. 297 pp. \$.96)

Land From The Sea, by Edna Potter with charming pictures by the author tells a story of modern Holland. It is a tale of the building of the Big Dyke which is to reclaim land from the Zuider Zee. This great economic engineering feat is described as it is seen through the eyes of Dirk and Krisje who watch the men who are building it. It is told with a simplicity which makes it entertaining as well as educational.

(Longman Green & Company, New York. \$1.50)

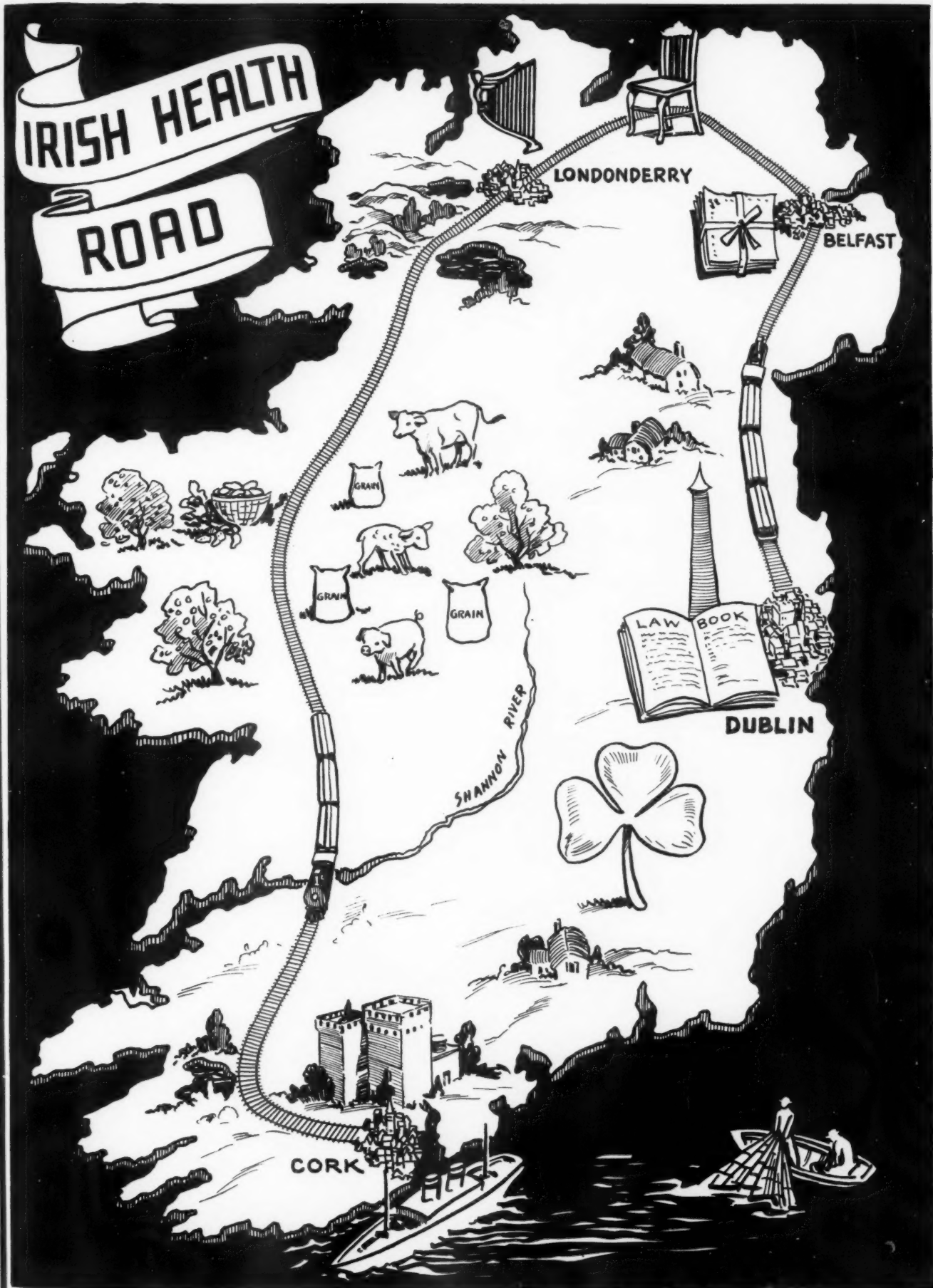
Another of the Robin and Jean travel books presents a picture of the wind-mill country, *Robin and Jean in the Netherlands and Belgium*. In their journey with their parents the two children see the characteristic features and customs of the localities as well as the native industries. (American Book Co., New York. 240 pp. \$.80)

In a study of old New York it should be recalled that the harbor drew all the famous pirates of history. This led to a commission made out by the king and the governor of the Province of New York for Captain Kidd to rid the seas of piracy. *Pirate Treasure* by Harold T. Wilkins tells all there is to tell about buried treasure and those who sailed under the black flag. Present day hunting grounds and salvaging methods are also described.

(E. P. Dutton & Co., Inc., New York. 409 pp. \$3.00)

A Junior Literary Guild selection is *Penn*, by Elizabeth Janet Gray, an exciting biography of William Penn. In it the times in which he lived are recreated, first in England and Ireland when he was a young man, and later in his adopted land, America. His adventurous life is followed through until his death.

(The Viking Press, New York. 320 pp. illustrated. \$2.50)



(See page 36 for explanation.)

ST. PATRICK'S DAY "FIVE PEAS IN A POD"

In the picture, five words beginning with the letter P are illustrated. Each recalls Ireland. The child who can spell the five words correctly writes them on the pods and is then entitled to the reward of entering the castle and kissing the Blarney Stone.

Pat is digging potatoes.

He is smoking a pipe.

Patsy has a pail.

She will feed the pigs in the pen.



Late in the seventeenth century, three ships sailed up the Delaware bearing one hundred people to settle on territory owned by William Penn. This land had been given him in payment of a debt the King owed Penn's father. Penn wished to have the settlement called "Sylvania" (Woodlands) but Charles II prefixed the founder's name, making it Penn's Woodlands, or Pennsylvania. The King gave Penn not only the territory now comprising Pennsylvania and part of Maryland, but authority to rule it as he wished. The site selected was a narrow strip of flat land between the Delaware and Schuylkill Rivers. Here, work on the City of Brotherly Love (Philadelphia), was started at once.

Owing to liberal government, religious tolerance, and good location the colony grew with great rapidity. Many settlers came a few years later, from Germany, where Penn had visited and made friends. Descendants of these settlers from the Rhine valley and from Switzerland who poured into Pennsylvania from 1683 to the middle of the eighteenth century still live in the southeastern part of the state. They belong to the plain sects of the Mennonites and Dunkers and have preserved the quaint customs of their forebears. In Bethlehem and Nazareth, Pennsylvania, the first comers were from Bohemia and Moravia, emigrating to America after many of their faith had been put to death in Europe. The Moravian Church in America is noted for its zeal in missionary work and education.

Both the Quakers and the above mentioned immigrants were thrifty, strong-minded, and serious people forming an important racial element in America. Their farming has added much to the prosperity of the state. York, Pennsylvania, and Hagerstown, Maryland, still resemble the medieval cities built along the Rhine which these farmers copied. In the German and Dutch inland settlements the farmers live in towns and drive out to their farms where a caretaker lives. Their rows of houses are on the sidewalk as in the Old World, and back of each house is a garden filled with fruit trees and flowers.

A memorial to the vanished Indians of Pennsylvania can also be seen at York. Here the Conservation Society has gathered relics from Indian stamping grounds of York and Lancaster Counties in a mansion on the river named for the Susquehannocks who peopled central Pennsylvania. Before the coming of the white man this state was the richest hunting ground of the Indians; trade in furs with the Indians gave the colony its first start towards prosperity. Under a big elm at Shackamaxon, Penn sat and ate roasted acorns as he made a treaty of friendship with the Indians which was kept faithfully for half a century. Without oaths they promised to "live in love with William Penn and his children, as long as the sun and moon give light." Contrast this treaty with the Truth Teller, as the Indians called Penn, and the troubles between the Indians and white settlers in other colonies.

THE STATE OF PENNSYLVANIA

by
PATRICIA HINDMAN

The culture of Philadelphia was unchallenged among the colonies. The first newspaper appeared there, a grammar school was established, and a few years later, the William Penn Charter Schools. The position of Philadelphia as a shipping center for clippers sailing all the seas laid a foundation for a thriving West Indian trade. A packet service to Liverpool was inaugurated after steam vessels engaged in transatlantic trade. As the forests yielded their timber to the pioneer's axe, fertile fields were plowed and agriculture became a major work activity.

At a time when a new country was realizing the need of coal, veins of anthracite were discovered and one of the first railroads was laid to transport it. The output of coke from the ovens at Connellsville is more than the combined production of all other states in the Union. Pennsylvania also exceeds in the production of both anthracite and bituminous coal. Then came the discovery of "coal oil", or petroleum, north and east of Pittsburgh. The industries of the state are founded largely on these fuels, examples being the blast furnaces and steel mills in and near Pittsburgh, similar mills in Bethlehem, and the world's largest locomotive plants in Philadelphia. Other leading industries are the making of electrical equipment and appliances, textiles, bricks and tile, paper, glass, cement, and chemicals.

The Southwestern agricultural district in the Allegheny Plateau has a growing season of four and a half months with plenty of rain, so the pasture is abundant and fodder crops plentiful. As a result, there is a large trade in dairy products, meat animals, fine wool, and truck garden crops. The same condition exists in the southeastern part, settled by the "Pennsylvania Dutch" where canning crops and fruits are specialties.

These Pennsylvania Dutch are famous for their carved toys, painted chests, plates of slipped clay, glassware, quilts, and woven coverlets. Their religion greatly influenced the designs used. Old German Bible prints had shown peacocks in the Garden of Eden, so they are found painted on spatterware and tin coffee pots, or punched in tin foot-warmers. The bells and pomegranites pictured on Solomon's Temple became the six-petaled tulip appearing in threes, as representative of the Trinity. The tulip was painted on tin coated sheet iron and on bean-pots, jugs, and crocks used to store pickles, cookies and butter. Biblical scenes were even reproduced on their cast-iron stove plates.

A class wishing to make a detailed study of Pennsylvania should write to Government Agencies for bulletins. For treatise on fish of the state, Bulletin No. 4, send to Board of Fish Commissioners, Harrisburg, Pennsylvania; on the mammals, No. 15, to the Board of Game Commissioners. For maps and other material, such as the location of mines, etc. and the trees of the state, to Department of Forests and Waters, Harrisburg, Pennsylvania. For information concerning the agriculture, write to the Dept. of Agriculture, Harrisburg, Pennsylvania for bulletin No. 484.

Activities:

To show how location, climate and the people who settled in Pennsylvania was a fortuitous combination that brought about the wealth of the colony, assemble a scrapbook and make a pictorial map showing the variety of the state's resources. As a standard of living is marked by the occupations, use of leisure time, communication and transportation, as well as the food, shelter and clothing, picture how the people lived in early days and now. Show how the standard of living in Pennsylvania has been influenced by power resources, coal, oil, manufacture of steel and iron and the development of transportation. Because it had never suffered from tyranny, Pennsylvania was called the "Keystone of the arch of the Revolution." Compile a roster of names related to both the Revolutionary War and the Civil War.

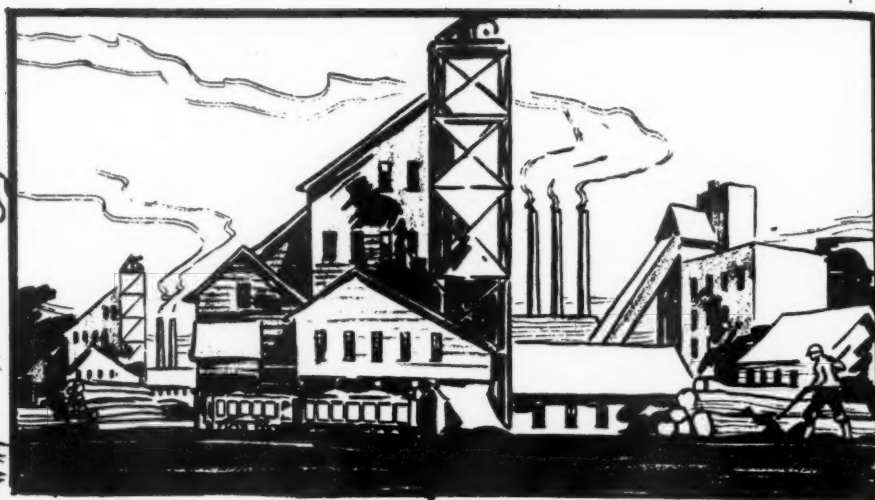
Pretend to be living in Philadelphia in early days and write a letter describing the young men of fashion with their swords and cocked hats, queues tied with silk, and lace ruffles over their hands. Tell of the quilted petticoats and fine lawn aprons worn by the ladies. Stress the Quaker's gift of free education to children. Describe some of the freight brought by the clippers from the Indies. (Read *The Red City*, and *Hugh Wynne, Free Quaker* for incident and description.) Use some of the Pennsylvania Dutch designs, such as peacocks, tulips, and pomegranites on punched metal work; for decorations on clay flower pots and on pie plates. The color best liked by these people was red. Try carving cookie prints from wood. Each Christmas the Moravians made cookies stamped with various designs. (See page 25)

For plays see: *Historical Plays of Colonial Days*—"William Penn's Treaty with the Indians."

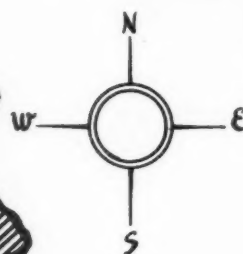
Colonial Plays for the Schoolroom—"A Pennsylvania Incident."



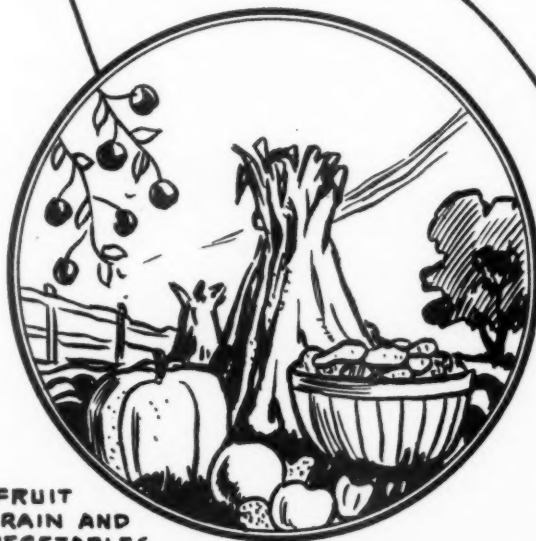
OIL



COAL MINES



STEEL MILLS



FRUIT
GRAIN AND
VEGETABLES



LOCOMOTIVES - PHILADELPHIA

EASTER DESIGNS

"I love daffodils,
I love Narcissus when he bends his head
I can hardly keep March and Spring and
Sunday and daffodils
Out of my rhyme of song."

Hilda Conkling

Easter flowers are well suited to free hand drawing and painting, being simple in form. They also furnish a type of line design successful when used in handicrafts. Cut on linoleum blocks for greeting cards, cement tiles, leather stamping and textile hangings. Use on embossed plaques of brass and copper. In primary grades, they make delightful window transparencies or can be cut from heavy paper and colored, to be stuck in decorated clay pots for the window sill.



BLOTTO

The high winds of March make things topsy-turvy. Watch a piece of paper slide and twist and assume odd shapes as it blows along. A Blotto is a topsy-turvy creature, never sure of the shape it will assume. Take a smooth piece of white paper (1) crease in half (2) and flatten out again. Drop ink on the creased paper (3) fold back and press together. When opened you have a Blotto. The finished designs make excellent motifs for border designs, for book covers, posters, and for the study of design composition.



PROGRESSIVE ART IN PROGRESSIVE SCHOOLS

by
HAROLD R. RICE

*Critic Teacher of Student Teachers, University of Cincinnati,
Art Supervisor, Wyoming Public School System, Wyoming, Ohio*

TWO EASTER PROJECTS

PART I

Grades One, Two and Three

EASTER BASKETS

Little children look forward to seasonal projects as they offer an opportunity for them to make something to give their parents. A progressive view of the old but ever popular project is the Easter Basket given in this discourse.

A quantity of colored construction and cutting paper, paste, scissors, crayons and poster paint is needed. The construction paper should measure standard 9"x12" before cutting. How much preparatory work is to be done by the teacher will be determined by the ability of the group and the time available for the project. In most cases, the teacher should have the paper cut to size prior to the lesson. A 9" square is needed for each child (Fig. 1) This leaves a strip of 3"x9" which should be cut lengthwise into pieces 1½"x9" to be used for handles later. If the teacher prepares the paper for folding, each piece should have four slits, two on each side, as shown in Fig. 1, 2¼" long and 2¼" from the corner. A quantity of pieces can be cut with a paper cutter in a few minutes. If the pupil does this, the paper should be prepared as follows:

1. Fold the paper in half.
2. Fold again, making quarter fold.
3. Fold to make the paper in eighths.
4. Fold to give sixteen equal parts, marked by creases.
5. Mark the top and bottom side with a light pencil stroke.
6. Count over one square, make slit, and continue down until the first cross crease is reached.
7. Repeat until four slits are made.

(Fig. 1)

Now, the sides are brought up, these determined by the dotted lines. (Fig. 1) If the paper is slit by the teacher before the start of the project, it will be necessary for the pupils to fold, or score, the paper on the dotted lines, as shown. When the sides are in place (Fig. 2) continue by folding over the extending end flaps, A and B. (Fig. 3) The pupil can visualize the completed basket, but it should not be pasted together until after the decoration is applied. It will be found that the pupil can work better if the sheet is flat.

Up to this point the project has been dictated and has been of a constructive

nature. From now on the work should be creative and entirely individual. Many methods of decorating are possible.

PAINT OR CRAYON

After a discussion of the different Easter symbols, the Easter bunny, duck, eggs, flowers, religious motifs, and so on, the pupil should make a few trial sketches. This does not mean that the pupil should work up an accurate design to be traced on the basket. It is important that he learn to work direct. Small children have difficulty in creating and drawing to scale at the same time. Not until a reasonable idea of the motif is established, should the child work direct on the basket with paint or crayon. (Fig. 5)

CUT PAPER

Probably the most popular method of decorating baskets is the use of cutting papers. In this medium the pupil can work direct on the basket with little previous trial. Several forms should be cut at one cutting to assure a reasonable dupli-

cation of the size of the repeat. Cutting paper is very thin and several thicknesses can be cut at one time. (Fig. 6)

CONTOURS

Interesting results may be obtained by decorating the edges of the basket. Study it and change the lines of the basket. A simple scallop or a zig-zag variation will add individuality to the design. (Fig. 6) Floral arrangements are interesting when pasted to the sides of the basket or on the handle. (Fig. 7) Flowers may be made with crayon or poster paint, or may be cut from paper. After the decoration is applied, the extending ends are folded over and pasted in place. (Fig. 3) To attach the handle, crease about 1" on either end. This helps the pasting activity and while the paste is drying, the curved part will not place a strain on the ends of the handle.

PART II

Grades four, five and six.

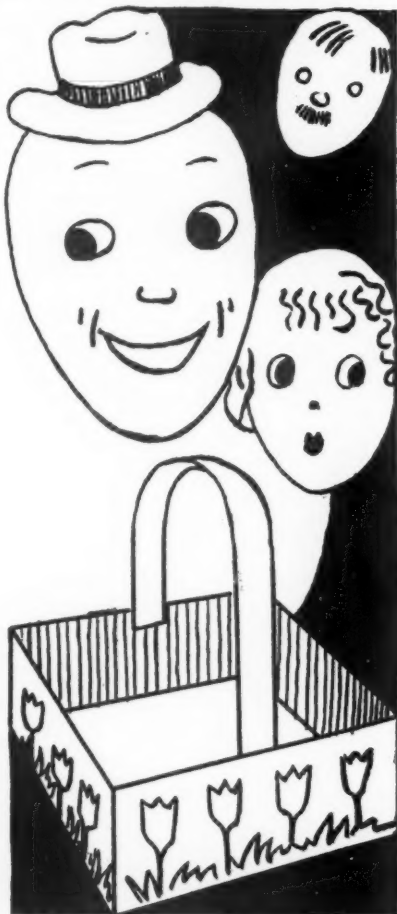
EGG HEADS

The egg head problem is a fascinating problem for intermediate grades. Each pupil brings one or more hard boiled eggs (undecorated), to class. Other materials needed:

1. Paste or glue.
2. Scissors.
3. Construction and cutting papers.
4. False hair or fuzzy rope material.
5. Colored yarn or string.
6. Poster paint, crayons and water colors.

The procedure in this unit is entirely individual. Different types of facial expression should be studied. Children might be brought before the class to illustrate facial expressions, such as laughing, crying, fear, surprise, innocence and so forth. Exaggerate certain features to obtain novel effects. (Fig. 8) The hair is painted with black water color, hat made of cardboard with a colored yarn tied under the chin and a string is pasted to the back of the egg so it can be hung on the wall. (Fig. 9) Hair and eye lashes may also be made of colored yarn; to curl the yarn, twist around a pencil. The head is placed in a construction paper base to permit the egg to stand. (Fig. 10) A character study with false hair, mustache and cardboard base. (Fig. 11) A funny clown with cardboard ears and nose. Hairs of yarn and a wooden base cut from ply-wood.

These examples are merely suggestions, and if the project is properly presented, the children may be trusted to do exceptionally fine creative work. The problem should not be attempted below the intermediate grades, or possibly the third, as small objects are difficult to manipulate.



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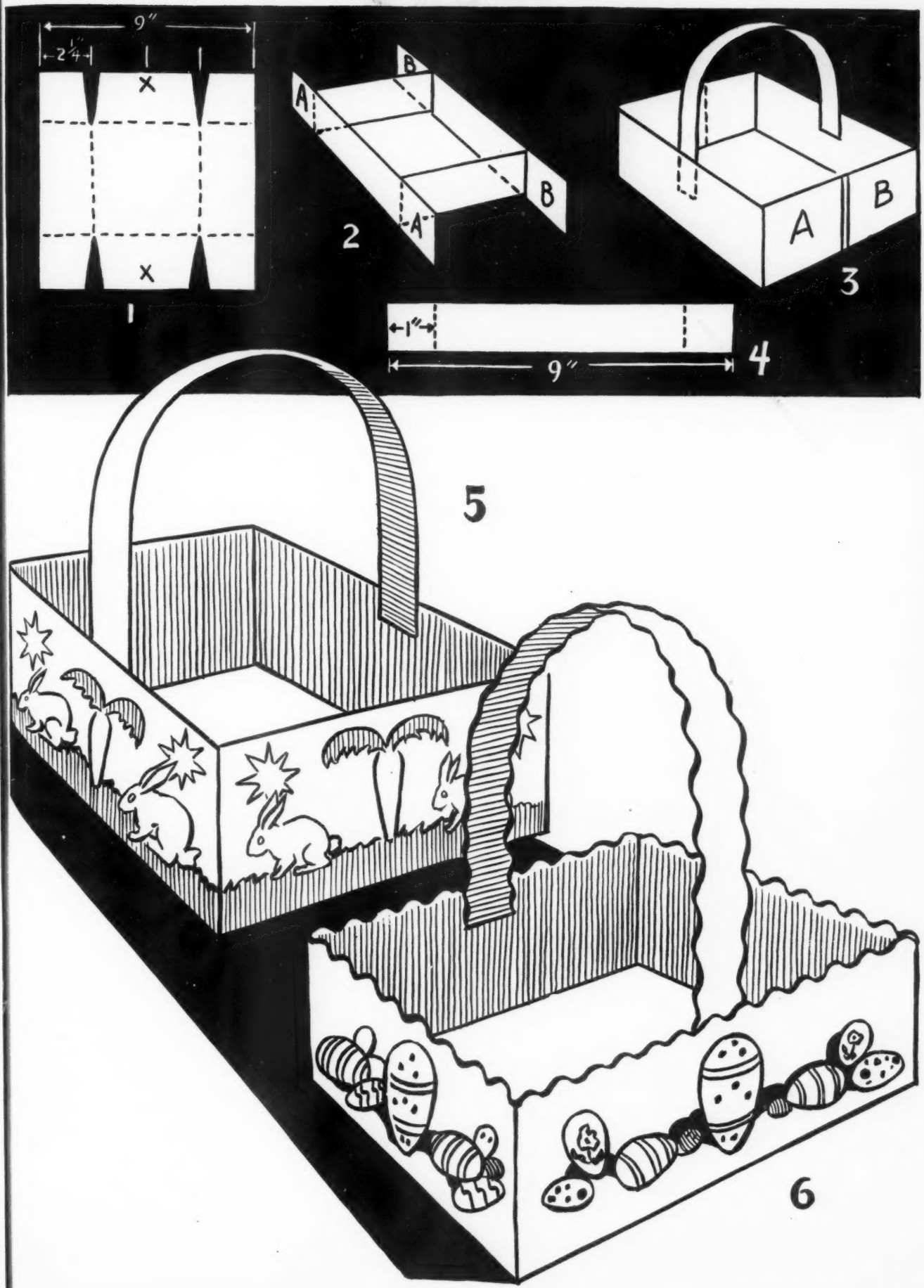
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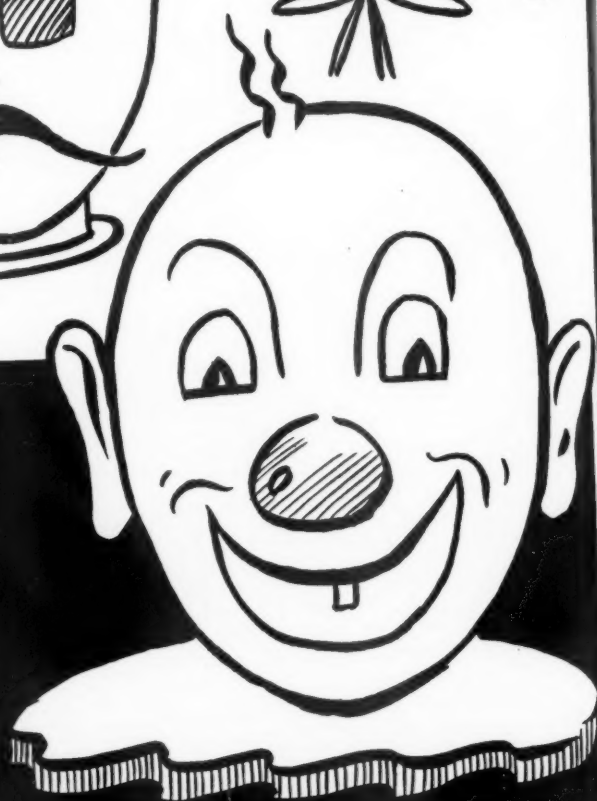
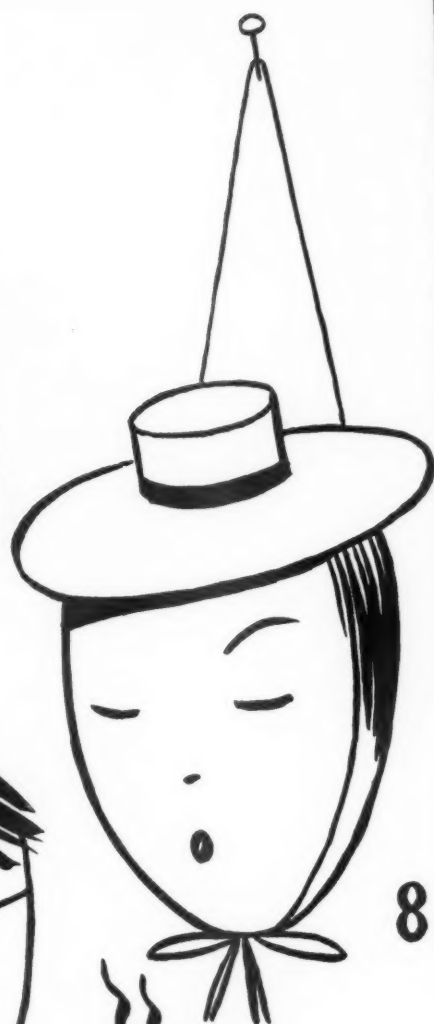
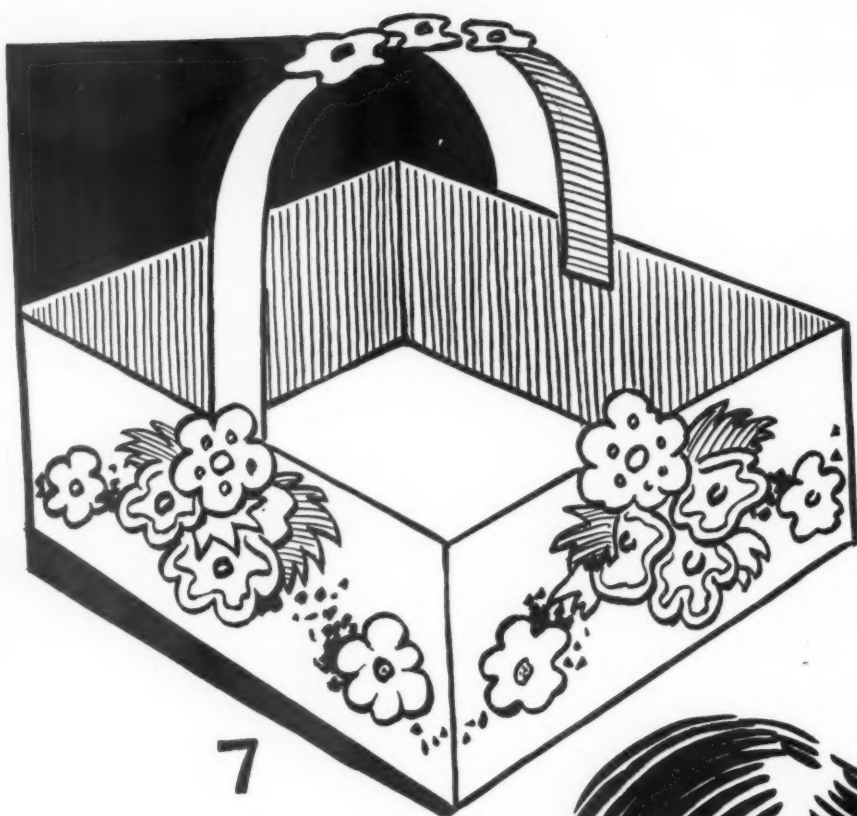
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ADMIRAL BYRD

Weather Observations in Antarctica

On January 16, 1940, the United States Navy was advised that the federal Antarctic expedition led by Rear Admiral Richard E. Byrd had commenced to unload in the Bay of Whales preparatory to establishing a base camp. Relieving fears that the seventeen ton snow cruiser would be too heavy to slide down the gang-plank, Dr. Thomas C. Poulter, designer and driver, saw to it that the big Diesel motors hauled her to safety. Then, as a test the snow cruiser was driven over the ice a full mile before stopping.

With their safe arrival in Little America on the rim of the ice continent, the issues which prompted this venture have become subjects of consideration. Weather forecasting, as influenced by Antarctic winds, is of prime importance. It places emphasis on the present uses made of the Weather Bureau's reports. Weather enters into the daily life of everyone and to a great extent determines plans. The Weather Bureau plays a large part in the business transactions of the world, with the life of many dependent upon accurate observations and recordings.

It is summer in the Antarctic now, with twenty-four hours of sunlight. In a radio conversation the crew of the snow cruiser laughed at the reports of cold waves in the United States, saying: "We're basking in a heat wave. The sun is shining and the temperature is sometimes above freezing."

The coldest temperature to be known in the Antarctic is 80 degrees below zero. The average thickness of the ice is about two thousand feet, and the average annual velocity of the wind, about fifty miles per hour. It has been found that the masses of cold air generated at the polar regions, sweep across the rest of the world becoming dominating factors in weather changes. This expedition plans to make recordings at their source and with a regular knowledge of these cold currents, long range weather forecasting will be greatly increased. Government funds will maintain a weather reporting station at Little America as long as such a station seems to be needed.

Weather is determined not only by the wind but by temperature, air pressure, sunshine, and moisture. Climate is the average of weather over a long period of time. Climate is conditioned by latitude, altitude, distribution of land and water, moisture, ocean currents, and prevailing winds. Temperature changes from day to day and varies during a single day. The amount of heat at a particular time is de-

termined largely by the sun's rays and the length of its rays through the atmosphere. Clouds prevent the rays of the sun from reaching the earth and also form a sort of covering which helps to hold the heat already warming the earth.

Winds blow from areas of high pressure toward areas of low pressure, the difference in pressure being due to difference in temperature.

On the last expedition large kites were sent up, sometimes as high as thirty-thousand feet, to obtain data on upper air temperatures, wind velocity, and atmospheric pressure; a windlass and an engine pulled the kite back to earth. During the night, on every hour, the watchman went out in the bitter cold to note the clouds, check the thermometer and thermograph to make sure the cold had not checked the mechanisms. Hand flashlights could not be used because the cold stopped chemical action of the dry batteries. Candles had to be warmed under the meteorological balloons before they would burn. The balloons were sent up to make temperature observations.

Little America is an ideal location for magnetic observation as it is 792 miles from the South Geographic Pole and 820 miles from the South Magnetic Pole, latitude 72 degrees 25' south. Magnetic storms are most intense and frequent in the Antarctic and much data was gathered on a previous expedition about the lines of force which make our earth a planetary magnet, and effect the compasses of ships and radio reception.

Just as some of the most valuable scientific data obtained then, were daily records of temperatures, barometric pressure, wind direction and velocity, with sensitive recordings of the weird aurora australis, it is hoped, that the findings they make now will be just as valuable. New land is also sought.

Ten days after the *North Star* started to unload, the Admiral, in a five hour seaplane flight, discovered an open lead through the packed ice floes. This discovery of open water made it possible for the *Bear* to gain an entrance to an ice-free sea close to the coast of little known Marie Byrd Land. This culminates eleven previous attempts, since 1928, to reach the eastern shore of Sulzberger Bay, the westernmost limit of the longest uncharted shoreline of Antarctica. Later, two new mountain peaks, an island, and three hundred miles of coastline were added to the charts. The six-month winter night which extends from late March to early Septem-

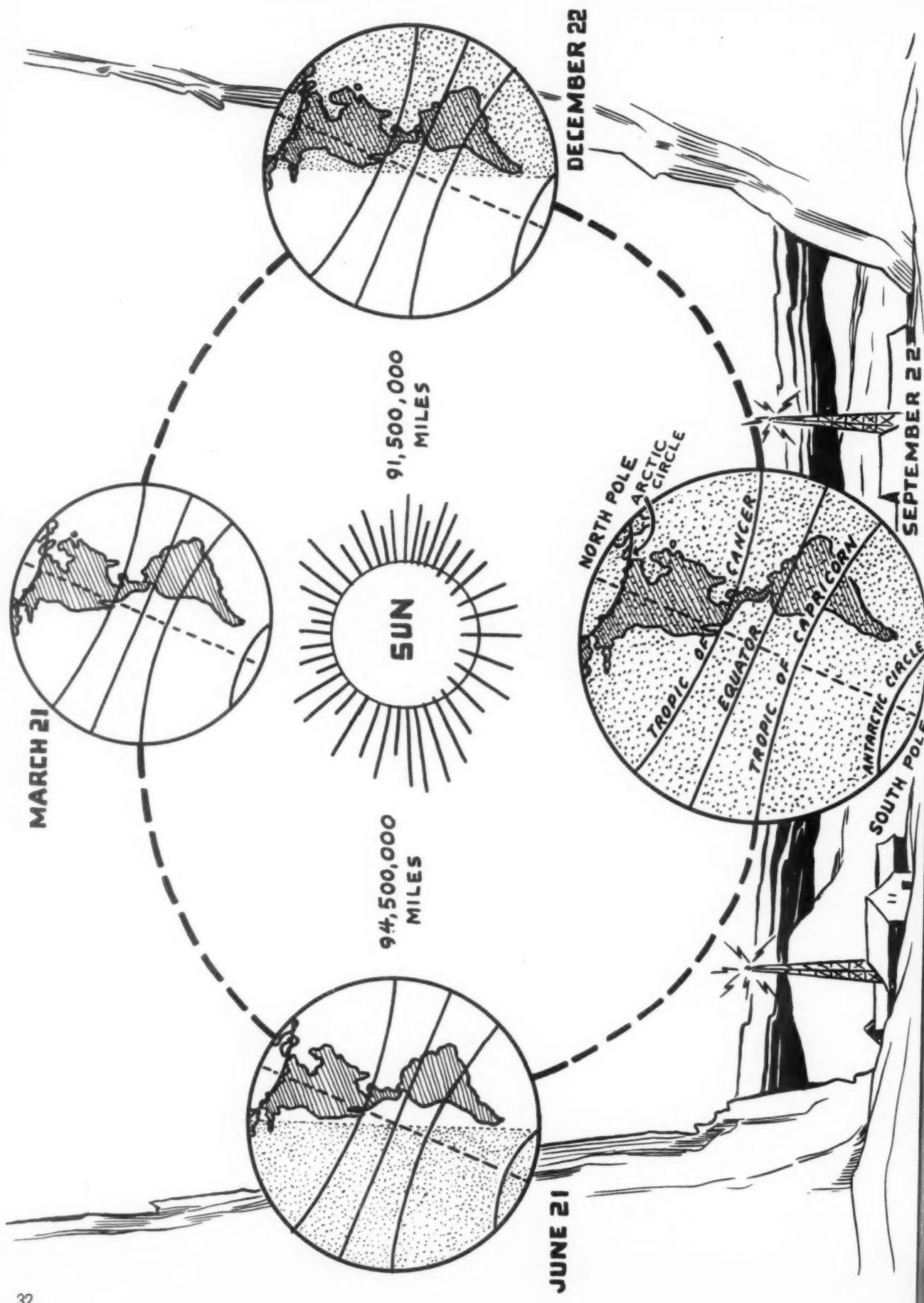
ber will be occupied in preparation for journeys to be undertaken when the sun again appears.

Another test the explorers are to make is one for the Federal Bureau of Dairy Industry. The chemists asked the Admiral to take along with their other rations, some new dairy foods not yet put on the market. The list includes a dried pea soup made with whey powder; wafers to eat with the soup, a mixture of potatoes, skim milk and salt; and candy in several flavors made of whey solids which displace some of the sugar and syrup, making it superior in food value. The bureau also sent a quantity of American cheddar cheese, packaged in "valve-vented cans" so the cheese will form no rind and not dry out or shrink.

When the rest of the world holds its Easter parade, what will these men be wearing? Clothes must be warm, light, and roomy enough to permit perfect freedom. They must also be windproof to protect against the strong and piercing winds. For very cold weather, furs are preferable though too warm when active on the trail. Reindeer skins are used for parkas (coats) mukluks (boots) with sealskin soles, and pants; polar-bear pants are worn for extra warmth. Wolverine is used around the parka hood and sleeves as the moisture that freezes upon it can be brushed off more easily than from other furs. For very cold weather, especially when on the trail, boots are extra large and can be reindeer moccasins, rubber soled lumberjack boots, and large ski boots worn in addition to the mukluks.

The great problem in Antarctica is not cold but moisture which must be fought continually. This is done by wearing windproof socks and by using sennagrass in the very large boots. Extra pairs of mittens and socks are provided so they can be dried often. Amber goggles are worn to prevent snow blindness. The Admiral describes the appearance of this snow wrapped scene, thus: "The odd visibility conditions in this eerie light fascinated us. Blurred shapes of icy hillocks, snowy peaks, vast, vague stretches of snow, the huge bulk of the barrier itself made up this deceiving world, in which nothing seemed quite so unreliable as the judgments of the eye."

A great stillness broods over the scene often blotted out by snow, and before long these brave men will be walled about with a long darkness. At midnight on Fridays, radio men in Schenectady, New York, will read letters to them from relatives and friends, the messages carried about nine thousand miles, on 9.53 megacycles, to the bottom of the world. Only thirty-three members of the expedition now remain in Little America, the rest having sailed away. Admiral Byrd on the *Bear* has sailed into the ice floes toward the western side of Ross Barrier to set up a base to explore new lands. The *North Star* is en route to Valparaiso, Chile, for supplies.



SHOOTING
THE SUN



TYPE OF LAMP
TO LIGHT UP THE
LONG ANTARCTIC
NIGHTS



AMBER GOGGLES



PRESERVED IN A
CAN WITHIN THIS
CAIRN IS A PAGE
FROM AMUNDSEN'S
NOTE BOOK- THE
FIRST MAN TO REACH
THE SOUTH POLE

CARIBOU
SKIN SUIT



BOOKS FOR
RELAXATION

SEPTEMBER 22

SOUTH POLE

MARCH TRAVEL QUIZ •

by CLAIRE VANDERPLANK

We are very grateful for the comments our readers have made regarding this feature. We are pleased to know they like it, and are happy to have their suggestions as to ways in which we can make this quiz more interesting. Many teachers have suggested that we limit each month's quiz to one particular section or climatic region. We think this is a very good suggestion, so starting next month we shall limit each month's quiz to a certain area. Thank you, teachers! We hope you will continue to enjoy our Travel Quiz. (See page 39 for correct answers).

1. If you were in a mountain-climbing mood, which of the following would you pick for highest altitude.

1. Mont Blanc, France	3. Mt. Ararat, Armenia
2. The Jungfrau, Switzerland	4. Mt. Elburz, Russia
2. Which of the following would be the longest airline trip?

1. Chicago-Boston	3. Chicago-Atlanta
2. El Paso-New Orleans	4. New York-Atlanta
3. Of course you know that the Empire State Building is the highest in New York City, but do you know the next highest?

1. RCA Bldg.	3. Chrysler Bldg.
2. Woolworth Bldg.	4. Chanin Bldg.
4. To take the longest shoreline trip, around which of these states would you travel?

1. Maine	3. Michigan
2. Florida	4. California
5. As a teacher, you might like to visit the first American college that admitted women along with men, which is:

1. Antioch College	3. Grinnell College
2. Oberlin College	4. Temple University
6. Any airplane enthusiast knows that the China Clipper completed its first passenger flight from California to Manila:

1. October 1936	3. May 1935
2. April 1938	4. September 1937
7. For the longest trip, down which of these streets would you travel?

1. Figueroa St., Los Angeles	3. State St., Chicago
2. Broadway, New York	4. Broad St., Philadelphia
8. Going through the longest railroad tunnel in the world you would travel:

1. Between Chile and Argentina	3. Between France and Italy
2. Between Switzerland and Italy	4. Through the Rocky Mts.
9. When you hear the natives singing the national anthem, "Dulce Patria," you will know you are in:

1. Hawaii	3. Cuba
2. Chile	4. Spain
10. When your Clipper Ship lands at the Azores, you should know you are on _____ territory.

1. British	3. American
2. French	4. Portuguese
11. If you were to take a freighter from the port that exports the most coal, you would sail from:

1. Hamburg, Germany	3. Antwerp, Belgium
2. Philadelphia, Penna.	4. Cardiff, Wales
12. To visit the site of the first canal dug in North America, you would go to:

1. Eastern Massachusetts	3. Eastern Pennsylvania
2. Western New York	4. Delaware
13. The history teacher who wanted to visit the oldest English colony in North America would go to:

1. Newfoundland	3. Nova Scotia
2. Virginia	4. Massachusetts
14. The same history teacher should know that the British flag waved over the United States as late as 1828 at:

1. Cape Hatteras, N. Car.	3. Dunkirk, N. Y.
2. Drummond Island, Mich.	4. Vanceboro, Me.
15. The commercial-minded teacher might inspect copra in:

1. Alaska	3. Florida
2. Ireland	4. Argentina
16. It might appeal to the adventurer to visit _____ and know it was once governed by the pirate Sir Henry Morgan.

1. Haiti	3. Jamaica
2. Cuba	4. Puerto Rico
17. To see the famous and valuable "Pitch Lake" which is made of asphaltum, you would go to:

1. Trinidad	3. Surinam
2. Venezuela	4. Colombia
18. And if you wanted to see asbestos in its raw state, you'll find the most in:

1. Pennsylvania	3. Quebec
2. Winnipeg	4. Labrador
19. Most people want to see the Taj Mahal, but few know they would find it at _____ India.

1. Delhi	3. Lahore
2. Agra	4. Benares
20. When you hear your fellow-travelers refer to a cassawary, you will be perfectly correct in saying:

1. "I once dug for them in Alaska."	3. "Is it as fast as the ostrich?"
2. "That is the most beautiful Dutch Flower I ever saw."	4. "Is its fur very long?"
21. If you wanted to vacation in the state with the lowest average elevation, you would go to:

1. New Jersey	3. Maryland
2. Delaware	4. Virginia
22. A Washington Irving admirer will look for his birthplace at:

1. New York City	3. Reading, Penna.
2. Tarrytown, N. Y.	4. Albany, N. Y.
23. Can you tell, offhand, which of the following states is touched by only one other state?

1. Florida	3. Delaware
2. Connecticut	4. Maine
24. When you have called at _____ you can say "I have visited the largest residence in the world."

1. The Vatican	3. Schoenbrun Castle
2. The White House	4. Buckingham Palace



SCIENCE AND SHADOW PORTRAITS

Stretch a large sheet of paper between two uprights. Seat a child in front of it, close to the paper. Place a light on the left side to make a profile silhouette of the child on the paper. Another child traces around the outline to make a portrait, by standing on the opposite side of the paper. This project might be used in a primary lesson on change of day and night. The light represents the sun and the child, the earth. The silhouette is an example of reflected light.



Teacher's Corner

NEWS AND DISCUSSION OF INTEREST TO TEACHERS

We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department, ideas and suggestions that will be helpful and interesting to teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestions for this page to Teacher's Corner, JUNIOR ARTS AND ACTIVITIES.

During the past year many teachers submitted their ideas and suggestions for this page, as well as many of the projects that have recently appeared. From the many letters we have received, I know our subscribers have found the suggestions very helpful.

We are very grateful for this cooperation. It has helped us build a more useful and helpful service to you.

LIBRARY READING FOR YOUNG CHILDREN

by
BLANCHE P. WALSH
Susquehanna, Penna.

Within the last few years interesting and worthwhile advances have been made in the field of library reading for young children. We have found it profitable to adopt this activity in the Susquehanna schools. In the beginning of the year in our second grade we were discussing how we could best use our library books. We decided that we would:

- (a) enjoy reading our library books in our free time, and
- (b) have a definite period for library reading.

Consequently, one period a week the children meet as a group to participate in this activity.

The children are seated in little chairs in a semi-circle. Their library books are placed along the blackboard ledge. The children talk freely about the many different books. Then the teacher tells in a few sentences something interesting about each book. This introduction arouses the curiosity of the children and causes them to want to read. The next step is to permit the children to read silently. While they are reading the teacher assists any child who is having difficulty.

After the children have finished reading, a lively discussion follows. For example:

Showing the class "In Came Pinky," Carolyn remarked, "I wanted to know who Pinky was so I read this book. It is funny and if you read it you'll laugh and you'll find out, too."

Dorothy enjoyed "Sing Canary Sing" and later she painted a picture of the yellow bird and wrote the following:

"I love this book. The words sound like music. Have you read it?"

Harry seemed anxious for the group to dramatize his story "Tip." Three other children made a large creative drawing depicting scenes from "The Animal Parade." Two of the boys appeared eager to construct a circus, after reading "Elsie Elephant." Marion was busy looking for data relating to safety after enjoying "Bruce and Barbara."

Therefore, we feel that this library work is not only a reading experiment but leads naturally to a wide choice of Linguistic, Dramatic, Artistic, Constructive and Exploratory Activities.

A KITE EXHIBIT

by
ROBERTA VERNON
Seattle, Washington

In a kite contest last spring, the children became interested in the history of kites and used their knowledge in making their designs. Perhaps our findings will prove helpful to others as all children like to make kites. They used butterflies, dragons, frogs, and fish to signify the first known kites of the Orient. Having read that sailors first reported kites in Europe after seeing them on the Malayan Islands, where they were used to carry messages to the gods, one boy made a Malay kite which is triangular in shape with a curved top. The Dutch kite, made with delft blue paper decorated with Dutch scenes had the string tied to the sticks in a way to make the kite convex in shape. Box kites and one made of Weather Bureau maps demonstrated their use in studying clouds and weather. One kite bore a picture of Franklin and his key. Besides the fun derived from making them, the kites taught geography, history and artistic design.

SPRING FLOWERS

Spring comes in March. In many sections of the country the following flowers will be found in her footsteps—look for them—the violet, white and gold crocus, snowdrop, golden winter aconite, blue Siberian squill, pink Lenten rose, blue glory-of-the-snow, lemon yellow daffodil, trailing yellow forsythia, and apricot primroses.

CORRECTION: On page 36 of the February issue, after the words "Turn the leaf" insert the words "over and run the nails along both sides of the wire (Fig. 6)."

IRELAND'S HEALTH ROAD

(See Page 21)

Follow this map on St. Patrick's Day To find good health in the Irish way. Stop at Dublin, then the Hill of Tara climb

QUOTATION FOR THOUGHT

Only those who have the patience to do simple things perfectly ever acquire the skill to do difficult things easily.

—Schiller.

Where high kings reigned and learned men made rhyme.

At Dublin buy a book of law for the rules of health

For an Irishman holds wisdom far above his wealth.

On the "ker-choo-choo" train on to Belfast go,

For linen handkerchiefs; learn to use one, you know.

Take plenty of rest in the Chair on the Giant's Causeway, all,

Make a wish that you always will stand, sit and move "tall."

Health comes when there's plenty of music and mirth,

So think up a Limerick, play "London-derry Air" of worth.

In the Highlands seek lake waters clear, sparkling and cold;

Drink plenty, bathe often, and so never grow old.

Wash your hands often, keep your clothes without stain

As you go on down to the rich central plain.

Here's milk from cattle at Kerry, and potatoes with starch,

And plenty of bacon for breakfast there, on the march;

Fruit and whole grain cereals from which pink cheeks can be won

Besides the wool on the sheep from which yarn for your sweater is spun.

Play out-of-doors when at Lake Killarney you stay,

Kiss the stone at Blarney Castle if you want your own way.

Then off for America at Cork you embark, After this healthy and orderly lark

In an Emerald Isle where no snake can be found

And where wit, harp music, and legends abound.

MARCH CALENDAR

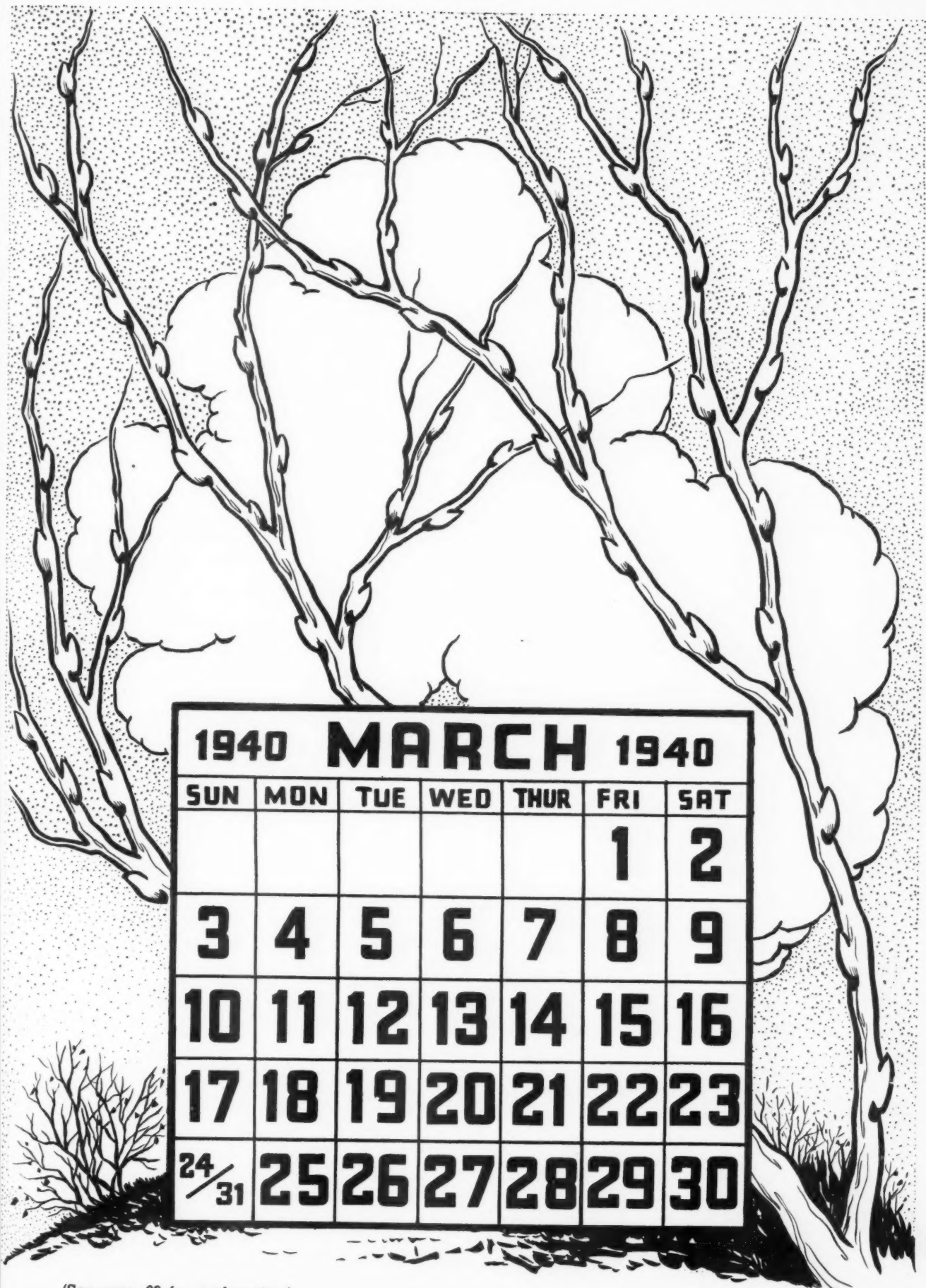
(See Page 37)

Each child cuts, colors, and mounts a calendar similar to that on page 37. Pussy Willows might be made of cuttings from construction paper, the stems brown and the "pussies" grey bits of cotton pasted on stems which may also be drawn. Better still, try to find some real Pussy Willows and paste on the stems.

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(See page 36 for explanation.)

Color— for CLASSROOM PROJECTS — at an amazingly low cost

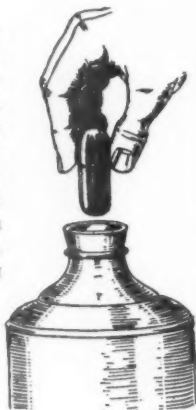
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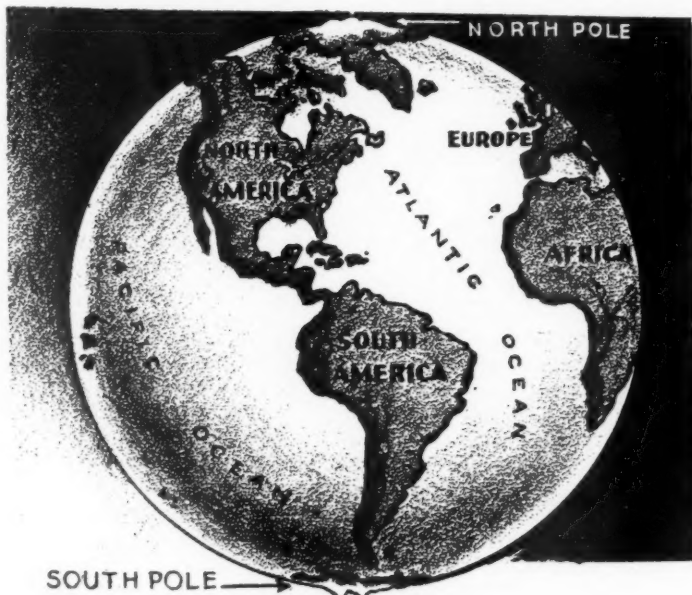
Which is colder—the North Pole or the South Pole? Guess which is the coldest known spot in the world. While Admiral Byrd reported temperatures 80 degrees below zero at the South Pole, the lowest official reading to be made in the world was 90 degrees below zero at Siberia, south of the Arctic circle. However, no temperatures lower than 60 degrees below zero, Fahrenheit, have been obtained on any of the islands in the Arctic region.

In general, continental climates show greater extremes of heat and cold than island or oceanic climates. The North Pole is situated in an ocean, the Arctic Ocean, while the South Pole is located in the interior of a vast continent, Antarctica. The land slopes upward to a high plateau surrounding the South Pole. Certain portions of this plateau are nearly ten thousand feet high, and cold generally increases with an increase in altitude. The North Pole is at sea level.

The Heat Equator is the central cause of the regular winds of the earth. The

prevailing westerlies are in the Temperate Zones, and summer storms send warm winds far into the Arctic regions from the continents which touch the Arctic Circle. Warm ocean currents also flow northeastward helping to temper the Arctic climate. Thus, much of the snow and ice melts, exposing the land to the rays of the sun, and land absorbs the heat and gives it back by what is called insulation. The South Pole is capped by a huge mass of snow and ice which the sun never penetrates far enough to melt.

The present scientific program of the Byrd expedition calls for ice studies which will include thickness measurements, the densities of glacial ice, and variations in grain size, and shape with depth. The Snow Cruiser hopes to establish a laboratory at the South Pole, itself. It carries \$50,000 worth of scientific instruments, including apparatus for ice studies. This ice cap is far larger than the Arctic ice cap and could cover all of the United States.



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WORD MAZE

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Key: Mill—1-6-7-11

Dike—5-4-3-9

Milk—1-6-7-3

Tulip—19-15-10-4-8

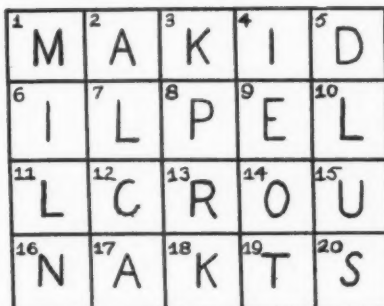
Canal—12-17-16-17-11

Stork—20-19-14-13-18

Polder—8-14-10-5-9-13

Lake—7-2-3-9

Cart—12-17-13-19



For older children, the maze will spell out words signifying things found in a New Amsterdam garden.

Key: Peach—1-6-7-3-2

Pear—1-6-7-12

Cherry—3-2-6-11-12-8

Hyacinth—2-8-7-3-9-5-10-4

Rose—12-18-14-15

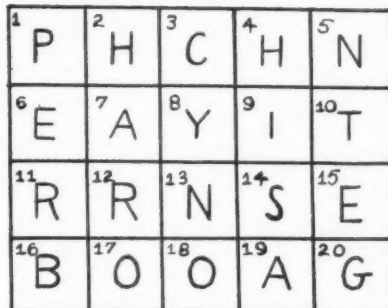
Pansy—1-7-13-14-8

Anise—7-13-9-14-15

Herb—2-6-11-16

Sage—14-19-20-15

Arbor—7-11-16-17-12



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1. Mt. Eburz, Russia is 18,460 feet above sea level.
2. El Paso-New Orleans; 986 miles.
3. Chrysler Bldg.; 1,046 ft.
4. Michigan; more than 3,000 miles of shoreline.
5. Oberlin College; admitted women in 1833.
6. October 1936.
7. Figueroa St., Los Angeles; 27.5 miles long.
3. Between Switzerland and Italy; Simplon Tunnel, 12 miles long.
9. Chile.
10. Portuguese
11. Cardiff, Wales.
12. Eastern Massachusetts; the Mother Brook dug in 1639.
13. Newfoundland; colonized by John Cabot in 1497.
14. Drummond Island, Chippewa County, Michigan.
15. Florida, copra is made from coconuts which grow there.
16. Jamaica.
17. Trinidad.
18. Quebec, which produces 4/5 of the world's supply.
19. Agra, India:
20. "Is it as fast as the ostrich?" A cassowary is an Australian, ostrich-like bird.
21. Delaware; average elevation 60 feet above sea level.
22. New York City.
23. Maine
24. The Vatican.

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